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NEA Members Insurance Trust Summary Annual Report Enclosed
See page 32

Mercedes Faraj has found the keys to school success. You can, too.

see page 4

PRESIDENT'S VIEWPOINT

Take this pink slip and ...

In gritty Wilkinsburg, Pennsylvania this winter, corporate takeovers of public schools took a very nasty turn.

Immediately after the Wilkinsburg school board voted 7-2 to hand over one of its schools, Turner Elementary, to a company called Alternative Public Schools Inc. (APS), 30 teachers received furlough notices for the next school year.

Never mind that this mass layoff of teachers violates their contract with the school board. APS insists on bringing in its own teachers as part of the deal.

Up until now, corporate takeovers of public schools have not involved the layoff of teachers. But really we shouldn't be surprised. This is the next logical step in the for-profit school push.

Companies such as APS, and Education Alternatives Inc. (EAI), and the Edison Project have to squeeze their profits out of somewhere. Hard-nosed investors put good money into these ventures, and they expect more than children's happy smiles in return, a lot more.

It was only a matter of time before teachers got squeezed, and if we don't stop the corporate takeovers, more squeezing's on the way.

NEA President
Keith Geiger

EAI, for example, was hired three years ago to run nine public schools in Baltimore, Maryland. EAI almost immediately made highly visible, physical improvements in the nine schools. Once dingy buildings were transformed with plenty of fresh paint and newly installed lighting. But at the same time, EAI began to put the big squeeze on the schools' staff.

Over two years, it cut 56 out of 205 teaching positions. It increased class sizes to as high as 48 students. It ousted over 50 experienced teacher aides, replacing them with low-paid, no-benefits, high-turnover interns. And it replaced the schools' custodians and maintenance personnel with low-paid, no-benefits private workers.

EAI also took hundreds of learning-impaired students out of special education classes and force-fit them into regular classrooms.

The results in Baltimore have been predictable. EAI initially claimed big improvements in test scores for pupils in its schools. But the Baltimore school system finally admitted the truth: that test scores at EAI schools have fallen for the past two years—while scores were rising in the district overall.

The lessons from EAI's Baltimore experience seem clear. If school administrators are failing to lead and manage, then hold them accountable. But don't superimpose another layer of (private) management.

Likewise, if there are legitimate savings to be trimmed out of school budgets, then trim away. Those savings, however, should be reinvested in the schools, not siphoned away from the community as corporate profits.

And let it be noted that EAI at least had some limited experience managing schools before coming to Baltimore. APS has yet to run a single school. Turner Elementary will be its first, unless the school board comes to its senses. And that just might happen.

NEA, the Pennsylvania State Education Association, and the Wilkinsburg Education Association have gone to court and received a preliminary injunction that rescinds the furloughs and prevents the school board from signing its agreement with APS until a court hearing.

Coming up in May is a school board primary election that could send APS packing back to its home in Nashville, Tennessee. Maybe the new board will take a second look at the bold plan presented by the teachers and the University of Pittsburgh School of Education for restructuring Wilkinsburg's public schools.

Community groups and labor unions have rallied around Wilkinsburg NEA members, banding together in an organization called WRAP—Wilkinsburg Residents Against Profiteering. Local NEA members are more determined than ever to lead the effort to improve this impoverished and crime-racked community's struggling school system.

In case anyone ever asks you why public school employees need a union, tell them about Wilkinsburg—the town where the public schools are not for sale.

7 Feed the Children?

Not in America, not anymore. If Newt Gingrich and his allies in Congress get their way, says federal budget expert and children's advocate Bob Greenstein, educators are going to see a lot more hungry kids in their classrooms.

8 School as Billboard

What are you willing to sell to shore up your school's budget or to send a message to your community? Association members in Colorado Springs say body and soul are still intact—but the sides of their buses belong to Burger King.

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Elaine Griffin teaches 30 students in a K-10 school 42 gravel-road miles from Kodiak, Alaska. She's one of four finalists in the 1995 National Teacher of the Year contest. Meet the three who are National Education Association members.

39 Debate: Do Magnets Exacerbate Tracking?

Two Maryland high school teachers square off. A science teacher says magnets attract excellence and strengthen the school environment. A health teacher disagrees, saying under all the hype and gloss, magnets still polarize.

Cover photo by José Luis Villegas

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Executive Director: Don Cameron

Publisher: Sam Pizzigati

Production Manager: Penny Grayson

Editor: Bill Fischer

Assistant Editor: Stefanie Weiss

Production Specialist: Ann Marie Bohan

Advertising Coordinator: Suzanne Wade

Staff Writers: Diane Dismuke, Leona Hiraoka, Victoria Lytle, Anita Merina, Nancy R. Needham

Editorial Interns: Cara Elmore, Andrea Nicholson

Publishing Center Manager: Lorraine Buckland

Production: Marsha Blackburn, Barbara Haff, Pat Tolliver, Alice Trued

Art Direction: William J. Kircher & Associates

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NATIONAL NEWS

Glenda Berry to Congress:

Pick On Somebody Your Own Size!

NEA members like North Dakota's Glenda Berry are working to stop budget cuts that hurt kids.

Carolyn Salisbury

This spring, teacher Glenda Berry joined other NEA members in Washington, D.C. to urge their representatives not to slash programs for kids.

Early this spring—the big tourist season in Washington, D.C.—Glenda Berry found herself on the steps of the Capitol. She wasn't there to take in the sights.

Berry, an elementary music teacher in Minot, North Dakota, is angry. She can't understand why House Speaker Newt Gingrich and the other powers in Congress are pushing new legislation and budget cuts that threaten to undo a half-century of progress against hunger.

Berry, to be candid, isn't particularly interested in understanding those powerful men. She just wants to stop them—before they abolish the national school lunch program.

"There are hungry children," she says simply, "all over this country."

But you don't have to be a hungry child to feel the impact of the changes that Newt Gingrich and his Contract with America allies are busy trying to rush through Congress. The Gingrich proposals will, if enacted, affect every child and every community.

For the current year's federal budget, for instance, Gingrich is pushing cuts that would totally eliminate the Safe and Drug-Free Schools and Communities program, which supports drug-prevention programs in 94 percent of all school districts. Other Gingrich plans will make it harder for students to afford to attend college.

But it's the assault on the national school lunch program, more than any other single Gingrich proposal, that's caught the attention of NEA members.

"You have to feed a child's stomach before you can feed a child's mind," says Susan Mittler, a teacher in Ithaca, New York, and one of the NEA members who rallied on Capitol Hill.

The Gingrich plans, notes NEA member Charlene Christopher of Norfolk, Virginia, will jeopardize reduced price lunches for 2,800 kids in her district and, perhaps more troubling, eliminate national nutritional standards for all students.

"I'm afraid school districts will start feeding kids with whatever's cheapest," says Christopher, "not what's most nutritious."

For NEA member Hal Browning, who teaches in Seattle, the attack on the school lunch program is yet another obstacle to learning.

"It's difficult enough to learn without being hungry," he says. "This is just one more thing to keep us from educating students. It's ludicrous and inhumane."

"I'm incensed that they're talking about taking money out of poor kids' pockets and giving a tax cut to the richest 2 percent in the country," says Harvey Billmaier, a special ed teacher in Chelahis, Washington. (For more specifics on the proposed school lunch cuts, see page 7.)

Under the Contract with America, subsidies for the affluent will actually expand. The prime example: capital gains. Gingrich and his congressional allies want to cut the federal income tax on "capital gains"—the profits from the sale of stocks, bonds, and other assets—by excluding half those profits from tax.

Contract with America boosters say this cut will cost the Treasury $56 billion over the next five years. The Joint Committee on Taxation has tagged the total price at $160 billion.

Unfortunately, the impact of the Gingrich giveaway to the wealthy won't be limited to the federal budget. Thirty-six state governments use the federal tax code to define the income that can be taxed. The more capital gains income excluded from tax at the federal level, the less revenue state governments will receive.

Education is, of course, the single largest budget responsibility in every state budget.

Can you match this effort?

NEA member Robert Cobb from Park Ridge, Illinois teaches art and cares about kids—and he's written over 80 letters to members of Congress and other officials, asking them not to tamper with funding for federal education and other key programs. By the time this *NEA Today* reaches your mailbox, most of the legislative action will have shifted to the Senate. Write your senators at: U.S. Senate, Washington, DC 20510.

HEROES & ZEROES

"Here's a quarter," the country song goes, "call someone who cares." One of country's brightest—Trisha Yearwood—is that someone. When NEA called to ask her to star in a video about student safety, she cared enough to say yes. Seven other Generation X athletes and entertainers did, too. The video, which gives students some solid tips on how to stay safe, was shown at NEA's recent safe schools summit in Los Angeles.

A Hole-in-the-Head Award to Senators Dan Coats (R-Indiana) and Joe Lieberman (D-Connecticut) for trying to poke a hole in the wall separating church and state. The two senators recently introduced a bill that would provide $30 million in federal money so poor parents could send their kids to private schools, including religious ones.

A real peach, that Georgia Governor Zell Miller. He recently expanded a scholarship program he developed to give $10,000 scholarships to 100 teachers so they can continue their education. He also pushed for—and won—a 6 percent salary increase for teachers. And he promises additional raises for the next three years.

The Dumb-Dumber-Dumbest Award to ABC for its decision to drop "Cro," one of two educational children's programs on its Saturday morning schedule. "Cro" looked at science and technology through the eyes of an 11-year-old Cro-Magnon kid. What did ABC put in its place? A cartoon version of "Dumb and Dumber." No lie.

Illinois NEA member Larry Baran and his vocational education students are back in the news. This time they've been recognized for making some 40,000 silk flowers to mark the 50th anniversary of D-Day. In the past, Baran's students—with support from the federal Job Training Partnership Act—have manufactured thousands of silk flowers for Vice-President Quayle's inauguration and for soldiers stationed in the Persian Gulf.

COVER STORY

The KEYS to School Success

Mercedes Faraj and her colleagues are using the best yardstick ever developed to measure exactly what a school needs to succeed.

José Luis Villegas

Some students in Mercedes Faraj's class don't know that you read a book from front to back.

"We have students coming into kindergarten who quite literally don't know which way a book opens," says Faraj, a seven-year teacher at John Muir Elementary School in Hayward, California.

Faraj and her colleagues are committed to helping these students—all students—learn. They're working hard to get the job done, mostly through trial and error.

That's why they've been searching for a surer, more consistent path to student success. And now they've found it.

Faraj and other members of the Hayward Education Association are using the best yardstick ever developed to test school quality. That yardstick, based on input from thousands of teachers and school staff, lies at the heart of KEYS, NEA's brand-new school improvement initiative.

KEYS stands for *Keys For Excellence in Your Schools*. "KEYS is about helping schools create the right conditions for quality learning," says Lynn Coffin of NEA's National Center for Innovation.

KEYS is the product of interviews and surveys with thousands of teachers and other school staffers over a five-year period. This research found that 35 conditions are consistently present in schools with high quality and strong student achievement.

"Schools that match these 35 conditions will succeed," notes Coffin.

For teachers like Faraj, KEYS means no more guesswork when it comes to what will work best for students.

KEYS offers school staffs both a real list of the conditions that make for school success and a way to evaluate how well a school is or isn't matching those conditions.

"With KEYS," says Faraj, "we can say 'here are the things we already do well. That means we're on the right track.' It's so nice to be able to say we know what works."

Faraj, vice-president of HEA, is passionate about the success of her students—perhaps because others have set such low expectations for them.

One-third of Muir Elementary's 650 students have limited English skills. Most come from low-income families, and student turnover is extremely high.

"I get very offended when people say because students are from a particular area they can only do but so much," says Faraj, who attended Hayward public schools as a child.

"I feel really strongly about the children we teach and their abilities. My goal is to help them reach their fullest potential. We can use KEYS to measure how well we're doing that."

There are few resources or special programs at John Muir. Still, Faraj is confident the school can make KEYS work for them.

"Another school in our district is like ours—also with few resources—but it practices a lot of the 35 points and you can see the success. So I look at that school and say, 'by gosh, they did it, we can too.'"

Faraj and her colleagues in HEA have already turned their excitement about KEYS into action. They're using KEYS to play a leadership role in the improvement of their school.

In Hayward, Faraj and her colleagues went to a district conference on school improvement armed with KEYS.

"We introduced the KEYS concepts," says Faraj. "Then we told district officials 'here's the direction we'd like to be going.'"

Faraj and other teachers explained that the KEYS research is based on the

COVER STORY

experiences of teachers.

"The exciting thing about this is that the educator baseline is there. You get what schools are actually doing that works for students," Faraj says. "The reforms in the past have been so observer-dependent. The reformers were educators, but they hadn't been in the classroom in a long time."

Faraj, like most teachers, has seen reforms come and go and harbors no illusions.

"We teachers have all jumped at quick fixes and found they didn't work for our students" Faraj says. "But KEYS is less directive. It says, 'here are 35 factors that make for success. You determine how to make these factors work for your particular site.'

"I know change won't happen overnight," she adds. "It's going to take a lot of work and a lot of time, but I think it's worth it."

—Karen Gutloff

The Story Behind KEYS

NEA researcher Jeff Schneider explains how NEA developed the first teacher-based measure of school quality.

How did KEYS get started?
We set out five years ago to determine what makes a quality school.

There's a massive amount of research that shows that certain factors help organizations succeed. What we wanted to know is which factors, if present in a school setting, would help students achieve.

So we surveyed a scientific national sampling of 1,584 NEA teacher members. We then focused in on six school districts, one from each region of the country.

What did you learn?
We found that the schools which teachers and other school staff deemed successful—in terms of student academic performance—consistently displayed the same 35 characteristics.

How can you be sure those schools were really "quality" schools?
We had two types of evidence. We had both the staff evaluations of the schools and student test data. We cross-referenced test scores and other indicators of high student performance with the staff evaluations. In other words, the quality schools that emerged were schools defined as high-achieving by both teachers and student test scores.

What if a school matches some of these conditions?
All bets are off. These 35 factors are linked together. The object is to get 35 out of 35. The closer you get to having all 35, the better the possibilities for student success.

What's so unique about KEYS?
The research behind KEYS is ground-breaking. It's not the first time a connection has been made between school organization and student performance, but now we have the ability to have every school look at itself in relationship to specific quality issues.

Will KEYS work for a school with meager resources?
Some of the 35 "keys" relate to resources, things like having adequate space, for instance. But most factors on the KEYS list do not require additional resources. You don't need many resources to have cooperation between administrators and teachers, or to set common goals. At some point along the line, of course, you will need more resources. But it's important to choose those resources properly.

How can NEA members go about using KEYS?
The first step in the KEYS process is self-analysis. NEA will have ready this fall, for distribution through state and local affiliates, a survey instrument that school staff can use to determine where their school stands on the 35 "key" factors. NEA will let the staff know where they are in relation to achieving a quality school and what they need to work on.

How long before schools see results from KEYS?
It's a long-term process. You can make some change right away. But it can take three to five years before you see improvement in student performance.

How can NEA members find out more about KEYS?
Starting this fall, NEA will provide local Associations with information on beginning the KEYS initiative in their school districts. In the meantime, you can get more information from the Restructuring Library in NEA Online (Keyword: NEA Restructuring).

Is Your School Organized for Success?

Match these 35 indicators and you'll have a high-achieving school.

What do high-achieving schools have in common? After five years of surveying teachers and school staff—and comparing their answers to actual student test results—NEA researchers identified 35 indicators common to high-achieving schools. To what extent do those indicators describe your school? Starting this fall, NEA's new KEYS initiative can help your school find out.

1. Parents and school employees are committed to long-range, continuous improvement.
2. Central and building administration are committed to long-range, continuous improvement.
3. Goals for achievable education outcomes are clear and explicit.
4. Teachers, education support personnel, parents, administrators, students, school board, district administrators, and civic groups are all involved in improving education.
5. Teachers, education support personnel, students, and parents believe all students can learn.
6. School district administration and school boards believe all students can learn.
7. School is an overall learning environment for employees and students.
8. Teachers assess student improvement daily.
9. Administrators assess student improvement daily.
10. The school uses teacher-made tests to assess students.
11. The school uses oral classroom activities to assess students.
12. The school uses exhibitions to assess students.
13. Assessments take into account student background.
14. Academic programs are assessed.
15. Teachers consistently rate program quality.
16. Assessment results are actually used and classroom decisions are based on assessments.
17. Instructional materials are selected based on quality.
18. Instructional materials are selected based on appropriateness to student needs.
19. Instructional materials are not selected based on cost.
20. Space is adequate within the school building.
21. Supplies are adequate.
22. Support services are adequate.
23. Psychological and social work services are available.
24. School staff actively seek to identify barriers to learning.
25. Teachers work to remove barriers.
26. Education support personnel work to remove barriers.
27. Students and parents work to remove barriers.
28. School and district administration work to remove barriers to learning.
29. A cooperative problem-solving process is used to remove barriers.
30. There is ongoing, consistent staff development in the areas of decision making, problem solving, leadership, and communication.
31. Staff development is an ongoing, high quality, state-of-the-art, practical experience for all school employees.
32. There is two-way, non-threatening communication between school employees and school administrators.
33. There is two-way, non-threatening communication between school employees and district administration.
34. There is two-way, non-threatening communication among teachers.
35. All communication takes place within a climate for innovation.

HUMAN RIGHTS

A Case Study in Gay Bashing

A group of angry parents couldn't stop a Virginia sex education curriculum on its merits, so they went after its coordinator instead.

Joe Mahoney

Family Life Education coordinator Jerald Newberry became a target for parents intent on changing the curriculum.

Today, school employees nationwide are working to create sex education courses that meet community needs. In the Fairfax County, Virginia schools, the widely praised K-12 Family Life Education curriculum has been cited as one reason teen pregnancies are down and fewer kids report engaging in sexual behavior.

The curriculum includes, among other topics, lessons on abstinence, prevention of sexually transmitted diseases, homosexuality, and birth control. To support family values, the curriculum includes activities to spark discussions between kids and their parents.

But even with strong community and school board support, Fairfax's sex education curriculum still stirred up controversy.

This spring, a small group of parents attacked the Family Life Education program and its coordinator, NEA member Jerald Newberry.

One parent, Karen Gounaud, called the Family Life Education program "a stealth campaign using our county schools on behalf of partisan groups more interested in homosexual special rights than education."

Gounaud and others attacked Newberry on the radio, before television cameras, and in print. How? By declaring Newberry a homosexual advocate bent on "indoctrinating" kids.

As proof, the citizen group cited NEA's Award for Creative Leadership in Human Rights, presented to Newberry last year for his efforts to help children and parents from diverse communities understand sexuality and for his efforts to reduce discrimination and homophobia. Gounaud demanded that Newberry be fired; three board members called for an investigation of him. Hundreds of parents and community activists were outraged by the smear campaign.

"This was a decent, caring individual who was attacked for doing his job for a program that had already been approved," says PTA President Margie Wheedon.

Washington Post columnist Steve Twomey agreed. "This group pilloried a man, not for his actions, but for his honors, for his associations, for whom he chooses to accept as fellow human beings," Twomey wrote.

Newberry was pleased to hear his supporters speak out, though he says the attack "has very little to do with sex education. It has to do with who teaches what values to whom."

A few parents, Newberry says, believe that "children should only be told about abstinence. To them, a school system that teaches about prevention is on the wrong track."

But most parents and educators, including Newberry, believe children are safest when armed with information about the value of postponing sexual activity and—for those who won't listen—information about reducing the risk of pregnancy and disease.

Over time, the majority viewpoint prevailed. The school board voted in March to retain the curriculum, including the lessons on homosexuality.

But things could have turned out differently. When programs and teachers are singled out for attack, school districts can be quick to drop them. "Thankfully, I wasn't out there by myself," Newberry says. "My supervisors, colleagues, and the Fairfax Education Association, were there."

—*Anita Merina*

Ed. note: A photo caption that appeared in our March Human Rights column incorrectly identified the music teacher at Milwaukee's Martin Luther King, Jr. Elementary School. He is Calvin Robinson. Our apology for the error.

NEA members may apply for NEA's Campaigning To Win training program designed for members who will be running for Association office. Applications are available after mid-May from state affiliates.

WASHINGTON WATCH

Wide World

Person To Watch

In his dual role as a leader in the Senate and co-chair of the Democratic National Committee, **Senator Christopher Dodd** (D-Conn.) advocates sound fiscal policy while protecting the investment in America's children.

The Congressional Shell Game

When House Republican leaders pushed through massive legislation cutting child nutrition programs, education spending, home heating for the poor, and family welfare, the cuts were touted as a means to reduce the nation's deficit. But now that it's been revealed that the cuts are really meant to pay for a massive tax cut for the rich, even a few in Gingrich's camp balked.

Back-door Deal

The "crown jewel" of the Contract with America was a whopping tax cut that would make federal budget deficit reduction far more difficult. While much attention was focused on the $500 per child tax deduction, the measure also included a cornucopia of giveaways for big business, including the elimination of the alternative minimum tax that assures that corporations contribute at least a little something to the common good.

What You Can Do

Contact your Senators and urge them to defend the rights of America's children by fighting cuts in programs kids need. Write to the U.S. Senate, Washington, DC 20510.

Political Cartoon of the Month

WHAT'S HAPPENING TO THIS COUNTRY? EVERYWHERE YOU LOOK THERE ARE CROOKS AND LIARS.
WHITEWATER
SO, ARE WE CLAIMING THE DOG AS A DEPENDENT AGAIN THIS YEAR?
WHITEWATER
CAPS

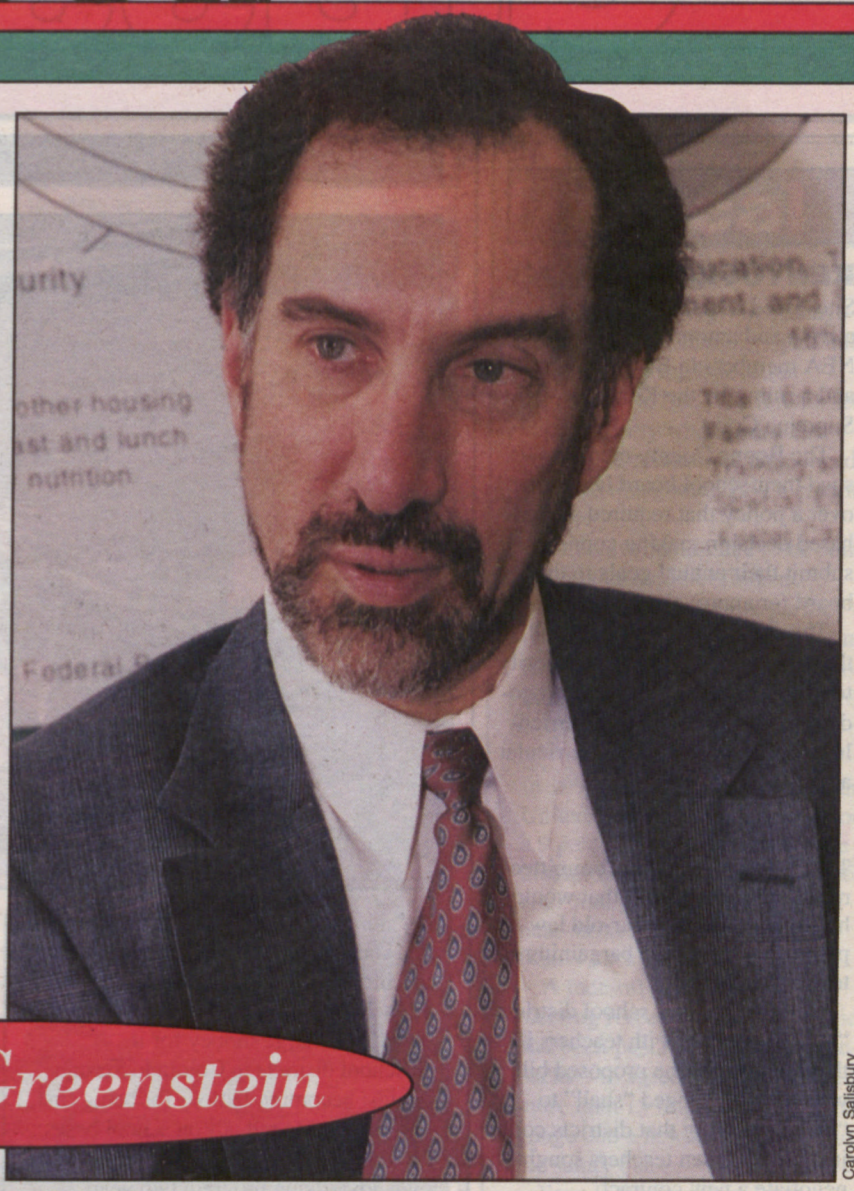
Mike Smith, *Las Vegas Sun*, North American Syndicate

Congressional Quote of the Month

"You can't renew American civilization by taking Big Bird from 5-year-olds, school lunches from 10-year-olds, summer jobs from 15-year-olds, and student loans from 20-year-olds."

—David Bonior (D-MI)

Meet:



Carolyn Salisbury

Kids' Advocate

No issue before Congress this year has generated more sparks than school lunches. House of Representatives Speaker Newt Gingrich says his plan to abolish the national school lunch program won't affect kids. Opponents say it will.

Robert Greenstein is director of the Center on Budget and Policy Priorities, which he founded in 1981 to analyze federal policy changes, especially the effect of budget cuts on children and the poor. He was also administrator of the school lunch program under President Carter. He offered this assessment of the proposed school lunch changes in a recent interview with NEA Today *staff writer Nancy Needham.*

Is the bill to "block-grant" the school lunch program a deliberate assault on children by Newt Gingrich and his allies?
It's not a deliberate attempt to hurt children, but it would have that effect. If your goals are to balance the budget by 2002, to grant tax cuts, to not reduce defense spending below the current level, to not touch Social Security—and these are the goals of the Contract with America—then the remaining half of the federal budget has to take big cuts.

Given the tax cuts the House Ways and Means Committee has approved, these spending cuts have to average 30 percent. But we know Congress isn't going to cut the FBI or the Border Patrol or veterans programs by 30 percent, so the programs with weak constituencies have to be cut by more than 30 percent.

How big will the cuts be in the school lunch program?
The real issue isn't how much the program will be cut, but the fact that it's being restructured—folded into a block grant.

Under current law, funding increases slated for the school lunch program take into account both inflation in food prices and increases in school enrollment. But the school nutrition block grant—which the school lunch program would be a part of—would increase by about 2.5 percent next year. Not enough to cover increases in food prices and enrollments.

More serious, the school lunch program will no longer be an entitlement program.

What's bad about that?
It won't be able to respond quickly, as it now does, to changes in the economy.

During the recent recession, 1.2 million additional children became eligible for free lunches. They got them because as an entitlement program the school lunch program has no fixed dollar authorization.

Every child who meets the definition of "poor" is entitled to a free school lunch; every child who is "near-poor," a partly subsidized lunch. If its initial annual appropriation isn't enough to serve all these children, then Congress has to vote a supplemental appropriation.

Block grants aren't entitlements?
No. The states would receive a fixed amount of federal funds every year. If children became eligible for larger subsidies because a recession reduced family income, the schools would have to figure out where to get the additional money from.

They could charge more to middle income students or lower the quantity or quality of the food. In terms of food purchasing power per child—the most relevant standard for judging the proposed changes—the school lunch program will decrease by an average 6 percent a year over the first five years. The percentage reductions will get even larger after that.

But the Gingrich group insists there will be a 4.5 percent increase for school lunches next year.
That's a myth based on a Republican committee worksheet that simply provides an illustrative set of assumptions on how the states could use the block grant money. More important, although the worksheet assumes a 4.5 percent increase in federal *cash* support for school lunches, it assumes a decrease in commodity support. It also assumes sharp decreases for other school nutrition programs.

Are there nutritional requirements in the nutrition block grant?
No. The House bill eliminates the current requirement that the school lunch must supply one-third of minimum daily requirements.

How will the food stamp program be affected?
The food stamp program, which feeds 14 million children a month, is the nation's largest child nutrition progam. Over half the food stamp recipients are children. The House welfare bill reduces federal food stamp money by $20 billion over the next five years. Most of the reductions come not from reducing fraud or improving efficiency, but from cuts in benefits.

The bill also ends the requirement that food stamps must cover the cost of the government's Thrifty Food Plan. This is the amount an efficient householder would spend to produce nutritious meals. Since the food stamp cuts get proportionately bigger every year, after several years food stamps will no longer cover the Thrifty Food Plan.

The Contract with America assumes states are more efficient than the federal government. Are they?
States vary greatly in wealth, percent of population in poverty, and ability to raise revenues. If you leave it to each state to provide assistance to families with limited means, there is an incentive for them to compete by withdrawing funds from the poor—so they don't attract the poor from states that pay lower benefits.

Also, let's say there's a recession and state revenues fall as a result. If the federal government doesn't quickly step in, the states will have to choose among a series of unpalatable options to ensure that the poor are fed.

So I think there is a federal role in providing adequate levels of basic support for the poor. And the move to block-grant nutrition programs flies in the face of that principle.

How could the budget be cut?
All of the budget should be on the table, instead of half of it being shielded from cuts. Also, Congress needs—among other things—to tackle health care reform to slow the rate of growth in medical expenditures, and to curtail some industry subsidies.

What should advocates for children do?
Make sure nothing like the proposals that passed the House in March get through the Senate.

Grassroots

State

KENTUCKY

Site-based decision making is alive—and autonomous—thanks to NEA members in Boone County and a ruling by the Kentucky Supreme Court.

The Boone County members sued their school board last year over a policy that required school-based decision making councils to submit their annual goals to the board for approval.

The state supreme court ruled that the councils have the authority to make policy on schools' day-to-day operations, including curriculum, discipline, and extracurricular activities.

IDAHO

The Senate Education Committee recently rejected a bill that would have gutted the 24-year-old law permitting collective bargaining for teachers in Idaho.

Current law says school districts "shall" negotiate with teachers if they request it. The proposed bill would have changed "shall" to "may," meaning that districts could just say no when teachers sought to negotiate a new contract.

Says Idaho Education Association President Monica Beaudoin: "Members of the Senate Education Committee deserve an *A* for understanding what would really have happened if this bill had passed."

WEST VIRGINIA

The state legislature recently passed a bill that allows a teacher or bus driver to exclude a student from the classroom or bus for disorderly conduct, threats, abuse, or intimidation of a student or school employee. The bill also outlines clear provisions for suspension and expulsion and requires peer mediation.

Says WVEA President Kevin Boggs: "Now education employees have the tools they need to maintain a safe, orderly, and productive learning environment."

GEORGIA

The Georgia Association of Educators has created a pilot program to provide support to teachers interested in becoming certified by the National Board for Professional Teaching Standards.

This year, the GAE program is assisting eight teachers, who will help other candidates in the future.

JINGLING POCKETS

David Zalubowski

The School As BILLBOARD

In more than 20 states, entrepreneurs and school officials are discovering hidden sources of added value in our schools: places where you can put an ad and charge money for it.

School districts in Colorado Springs are fast becoming famous for being first in the nation to put ads on school buses (photo above). The district initiated its own advertising program two years ago—not just for the income, but to send a message to the community.

"The district wanted to show that it was thrifty in its handling of money," explains Colorado Springs Education Association President Jan Noble.

"Colorado Springs hasn't had a bond referendum or tax increase pass since 1972," Noble continues, "and money is so tight here that there were years when school employees didn't even get step increases. So we'd all like to see a higher level of support from the community."

In 21 states, the initiative for advertising has probably come from an outfit called School Properties, Inc. By far the largest—and the only national—player in the school advertising field, the company puts together statewide groups of school districts.

Then it negotiates contracts for them with companies that want to advertise or market a product or service to the school community, such as Snapple and Gatorade in school vending machines. Or an affinity credit card—to be promoted at school events—that sends rebates to the schools that card holders designate.

As budgets get tighter and tighter, schools may see marketing themselves for profit as American as apple pie. But should they? Is all this focus on the bottom line perhaps a bit "Whittle-esque"?

CSEA's Jan Noble says the Whittle comparison doesn't hold. "The ads haven't been hardline," she notes, "and you can look away. I'm even wondering, why the Association couldn't put a 'Visit Your Public Schools' ad on a school bus. Wouldn't that send the right signal?"

SCHOOL LUNCH CUTS

How Many Hungry Kids?

In March, the U.S. House of Representatives passed a plan that may, by the year 2000, cause states to drop more than 2 million kids from the school lunch program. Here's a state-by-state projection of the number of kids who'll lose lunch if the Senate—poised to vote at press time—agrees with the position taken by the House.

Alabama	48,500
Alaska	4,000
Arizona	33,150
Arkansas	27,500
California	200,000
Colorado	25,800
Connecticut	19,850
Delaware	5,600
Florida	103,500
Georgia	84,500
Hawaii	12,250
Idaho	12,500
Illinois	81,800
Indiana	52,450
Iowa	33,550
Kansas	27,000
Kentucky	44,600
Louisiana	59,000
Maine	9,250
Maryland	31,700
Massachusetts	39,300
Michigan	65,300
Minnesota	45,350
Mississippi	35,900
Missouri	48,850
Montana	7,650
Nebraska	17,950
Nevada	8,200
New Hampshire	7,750
New Jersey	44,600
New Mexico	15,300
New York	143,050
North Carolina	66,050
North Dakota	7,850
Ohio	85,600
Oklahoma	32,200
Oregon	21,650
Pennsylvania	85,850
Rhode Island	5,100
South Carolina	39,650
South Dakota	9,350
Tennessee	52,200
Texas	188,000
Utah	21,700
Vermont	4,100
Virginia	51,350
Washington	36,800
West Virginia	17,550
Wisconsin	42,750
Wyoming	5,050
TOTAL	**2,218,950**

Source: Children's Defense Fund, March 1995

Paul Tople

IN STATE CAPITOLS

The Squeeze In the States

They're coming out of the woodwork in **Minnesota**. Parents, teachers, support staff, students, administrators, even business leaders are pulling together in local and state coalitions to push for adequate education funding.

More than 600 people rallied in Foley and Cold Spring. Hundreds from White Bear Lake gathered under the Capitol dome. Agriculture students in Osakis drove their tractors to school to protest. Thousands more public school supporters send cards and letters every day.

"Education has fallen from a 40 percent share of the state budget in 1982 to 34 percent today," explains Minnesota Education Association President Judy Schaubach. "Without additional state money, local school districts will face severe cuts in program and layoffs of as many as 5,000 teachers statewide."

At press time, MEA members and other public education supporters were lobbying hard for more education dollars, a new funding formula that's less reliant on property taxes, and a new system of school-based accountability.

In other state capitols around the country:

➤ Neighboring **South Dakota** legislators have taken steps to revamp the state's education funding formula. Beginning in 1997, the state's share of funding will increase, and property taxes will be cut 20 percent. In the meantime, local districts will be hard pressed to make ends meet.

Legislators also repealed or altered more than 100 statutes and 500 administrative rules that govern school districts—including mandates that students wear protective eye wear during science experiments and that districts have teacher evaluation policies. These decisions will now be left to local school boards.

One protection South Dakota Education Association members were successful in saving (with a few slight changes): the right to due process.

Steve Bergerson

A crowd of 450 White Bear Lake area school supporters gather in the Capitol rotunda in St. Paul to rally for improved education funding.

➤ Decisions of hearing officers in teacher firing cases will remain binding on **Kansas** school boards, thanks to lobbying by Kansas-NEA members. A bill to make hearing officers' rulings advisory had been introduced in the Senate Education Committee at the request of the state school boards association. The bill did not get out of committee.

➤ At press time, **Connecticut** Education Association members were busy fighting an assault on teacher rights. At stake: legislation governing fair dismissal, collective bargaining, teacher tenure, and binding arbitration.

Says CEA President Robert Eagan: "These proposals are a smokescreen to divert public attention away from critical reductions in state support of local education costs. These fiscal cuts are the real issue."

IN WISCONSIN

Verdict on Vouchers

There's only one place in the country right now where parents can use public funds to pay for private school tuition—and that's Milwaukee.

That's why recent school board elections there were so critical. With five of the nine seats up, voters had clear choices to make. On April 4, voters elected four of the five candidates backed by the Milwaukee Teachers Education Association.

Now a pro-public education majority vows to contain the spread of Wisconsin's increasingly aggressive privatization program.

Milwaukee already has in place a state-sponsored voucher program that provides up to $1,500 for 1,000 students from lower-income families to attend the private, non-sectarian school of their choice. MTEA wanted to draw the line there.

But Governor Tommy Thompson has been trying to expand the program to include parochial schools, even though a federal court ruled that would be unconstitutional. The governor is now also seeking to allow vouchers to be used for Milwaukee public schools run by for-profit companies. And he hopes to expand the voucher program statewide.

"Enough is enough," says Chuck Howard, president of MTEA. "The voters sent a clear message that this battle over vouchers is a fight for the heart and soul of public education, and they're not about to give up."

MTEA members were active in the campaign and continue to be active in efforts to improve Milwaukee's *public* schools. "We're encouraged," Howard says, "since the board members elected believe in meaningful education reform that involves employees, parents, and local community members."

Local

MARYLAND

Supporters of for-profit management of public schools—particularly those backing Education Alternatives, Inc.—suffered a setback recently when Baltimore mayor Kurt Schmoke announced plans to renegotiate EAI's contract there.

If an evaluation due to be completed this summer finds no improvement in student performance, the mayor vowed to terminate EAI's five-year contract, now in its third year.

CALIFORNIA

In 1991, the 1,000 members of the United Teachers of Richmond took a 9 percent salary cut to save the district from bankruptcy. In 1995, after four years of waiting and a near-strike, UTR members are finally back on track.

A face-off at a school board meeting forced the district—which had been pushing additional take-backs—to agree to a contract with more than 15 improvements in language and a new formula to restore the salary cut.

Says UTR President Jerry Brooks: "When the board actually came face-to-face with us, they could sense our need, our frustration, and our anger. It gave them the push they needed to settle."

VIRGINIA

The Richmond Education Association recently held workshops for local parents, teaching ways to lure children away from the television set and skills to reinforce learning.

Student VEA members and college students in the AmeriCorps program provided child care, a local church provided transportation, and members of the PTA and school board served lunch.

PENNSYLVANIA

The 400 members of the Bristol Township Education Association are standing firm against a district proposal that would reduce starting salaries and health benefits for new employees.

After working for two years without a contract, teachers in this Philadelphia suburb walked picket lines for seven days in March, then returned to their classrooms to finish the school year. If no settlement is reached, BTEA members will likely vote to strike again in September.

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The new kid at school says veggies are cool.

His name is Willie Munchright™ and he's the host of **What's On Your Plate.®** It's a program created by McDonald's® and the Society for Nutrition Education to help you teach your class all about eating right. The program includes a video of Willie's Public Service Announcements, as seen Saturday mornings on CBS, a leader guide with a colorful poster illustrating the Food Guide Pyramid and a student activity brochure.

Or you can choose **Healthy Growing Up,™** a group of lessons and activities for kids in kindergarten through third grade. They focus on self-esteem and fitness as well as nutrition, and have earned the support of the President's Council on Physical Fitness and Sports.

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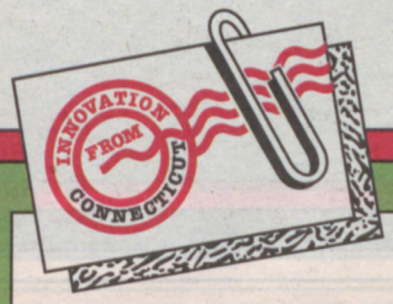


Innovation

How NEA members are changing the way schools work

Poised for the Future

Teachers in Griswold, Connecticut were instrumental in getting their schools wired for the 21st century—and their community on board for learning.

In 1991, Griswold's 1,980 students piled into cramped, antiquated classrooms. Elementary school classes were held in 21 trailers parked outside, and high school students attended school in double sessions. The wiring in the junior-senior high school, built in 1939, couldn't support computers.

"It was an intolerable situation," remembers Phil Miner, Griswold Education Association (GEA) president. "We felt like we were compromising the learning potential of our students every day they came to school."

No longer. Four years and $23 million in school construction funds later, the Griswold school system has top-of-the-line facilities, state-of-the-art technology, and a new approach—the district has a "community learning center" now.

School facilities are used from morning till evening, by kids and adults, for teaching and for fun.

That's meant a great deal to the 10,384 residents of Griswold, a rural town in the southeastern corner of Connecticut. In 1990, per capita income was just $13,700. And better jobs didn't seem to be on the horizon.

With virtually no industries in town, employment opportunities for high school graduates have been pretty much restricted to agriculture, poultry farming, and the nearby defense plants that have been downsizing in recent years.

Some hope Griswold's new approach to education will play a role in changing all that.

"We finally convinced the community they'd outgrown their schools, and we were successful in passing a bond issue," explains Miner, a social studies teacher. Educators stayed involved in the planning phase of the renovation, insisting that the latest technological advances be added.

"We looked at the construction plans," recalls business education teacher Jean Gordon, "and said, 'Let's get these schools wired for the 21st century.'"

And GEA members used the opportunity to rethink the school's mission. Prodded by Connecticut Education Association leaders, Griswold's educators began to think about who *owned* their schools—and who could benefit from their new facilities.

Technology education teacher Russ Palumbo teaches students the latest techniques in computer-assisted design.

Photographs by Mike Lydick

No future shock here as Ron Boling, technology education department head, instructs students in robotics.

"Once community members made the investment in our schools," says Miner, "we had a technology showplace that we wanted to share with them."

That showplace includes renovated facilities for elementary students and a brand new junior-senior high school.

Both the intermediate (grades 4-6) and junior-senior high schools (grades 7-12) have a computer lab with about 30 IBM 486 computers. Each classroom in the junior/senior high has a computer, television monitor, and telephone.

Soon, all three schools will be linked for interschool communication with fiber-optic cable. Plans are also under way to electronically connect the schools with students' homes so that homebound students can get messages and assignments or log onto the school's computer.

For students, computer learning begins in the fifth grade and is integrated into every subject. By seventh grade, all students are computer literate. At the junior-senior high, students can take courses in computer-assisted design, production graphics, manufacturing, and robotics.

The computer labs in the junior-senior high school and intermediate school are open after school as teacher-staffed homework halls. Two nights a week and Saturday morning, the lab is open for Griswold citizens.

But outreach to the community goes far beyond just providing access to computers in the evenings. Griswold's teachers now teach evening mini-courses on topics they choose.

One night a week, English teacher Tim Moore, who has a master's degree in video production, offers a course on helping residents get the most out of their camcorders.

Computer teacher Don Savona teaches the basics of DOS and Word Perfect to the community's computer novices. And physical education teacher Sharon Briggs gets 50 community residents to come to her line-dancing class.

"We have no recreation center in our town," explains Helen Mecteau, part-time coordinator for the community learning center. "So we've taken the lead by providing intergenerational learning in everything from academic subjects to enrichment activities to just plain fun."

What's in the future for Griswold's schools? Miner is optimistic.

"The upgraded facilities have been a real morale boost for GEA's 154 members," he says. "We've got the space to spread out in and new technology tools at our disposal. As we pursue professional development opportunities, I think we'll become willing to take risks, to use the technology to be creative."

In recognition of GEA members' zeal for reform, NEA recently named Griswold a Learning Laboratory, a designation that signals a school district's commitment to systemwide innovation.

—Victoria Lytle

People

Three NEA Members Up for Teacher of the Year

Three NEA members—from Alaska, Hawaii, and Texas—are in the running for 1995 National Teacher of the Year. The fourth candidate for the honor is math and law teacher Jerry Howland from Boston. The National Teacher of the Year award is presented annually by the Council of Chief State School Officers and Scholastic magazine. The award was first presented in 1952.

The Family Is All

Six years ago, **Ignacio Tinajero** gave up his job as assistant principal to go back to teaching.

"The higher-ups told me I was committing professional suicide," the Texan recalls, "but, as an administrator, I felt I could no longer make a difference with students and their families."

Today—very much alive professionally— Tinajero, a 5th-6th grade bilingual teacher in El Paso's Ysleta school district, still focuses on families.

"I make home visits so I can become a significant member of my students' families," Tinajero says. Most of his students at Ysleta's Ramona Elementary are immigrants from Mexico.

Tinajero and his students sponsor an awards banquet to honor parent-volunteers.

And, on Mother's Day and Christmas, Tinajero joins his eight children when they serenade mothers (including their own) and shut-ins with morning songs, known as "mananitas."

El Paso Times

Mark Kelly

Ray Tanaka/Photoplant

Different Yet the Same

To most folks, a make-shift classroom in Nigeria, complete with wandering chickens, is a far cry from a classroom in a modern school in Maui, Hawaii.

But **Linda Holt** doesn't see it that way.

"I've worked in both," she says, "and in both cases, it's all about teaching and learning."

Now a Chapter 1 reading and math teacher at the Haiku Elementary School, Holt was a Peace Corp volunteer in Nigeria, where she trained teachers—and decided to become one herself.

Getting parents to school is Holt's calling. She chairs the school improvement committee—teachers, administrators, support staff, parents, students, and community members who together manage the school. Holt also sends newsletters home and organizes family fun nights. A recent one pitted kids against parents in a competition to create something useful for the kitchen.

"It gave the parents a chance to be part of their kids' school life," she says.

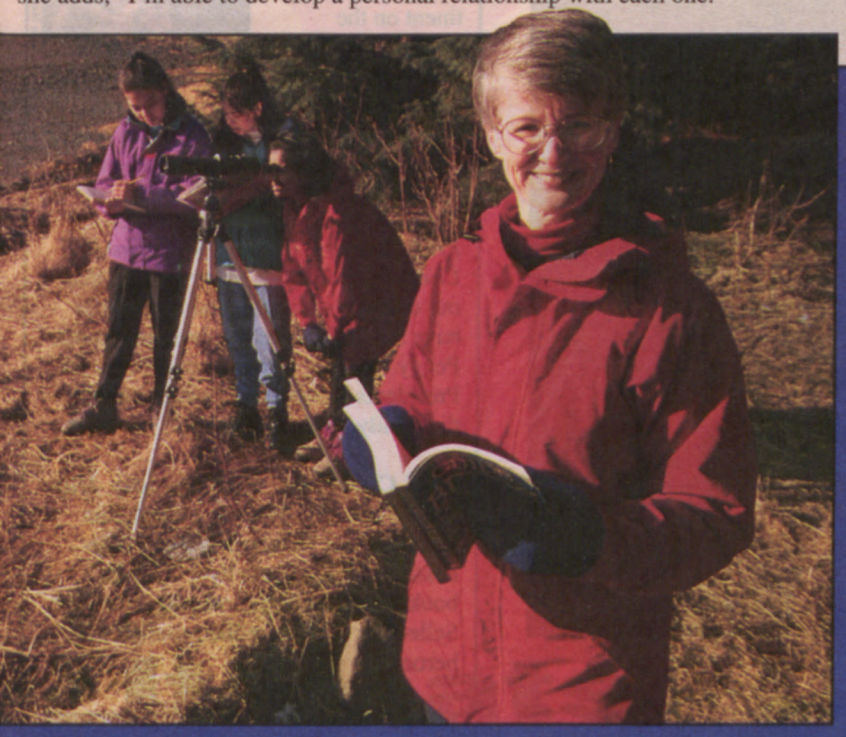
Life in Chiniak, Population 150

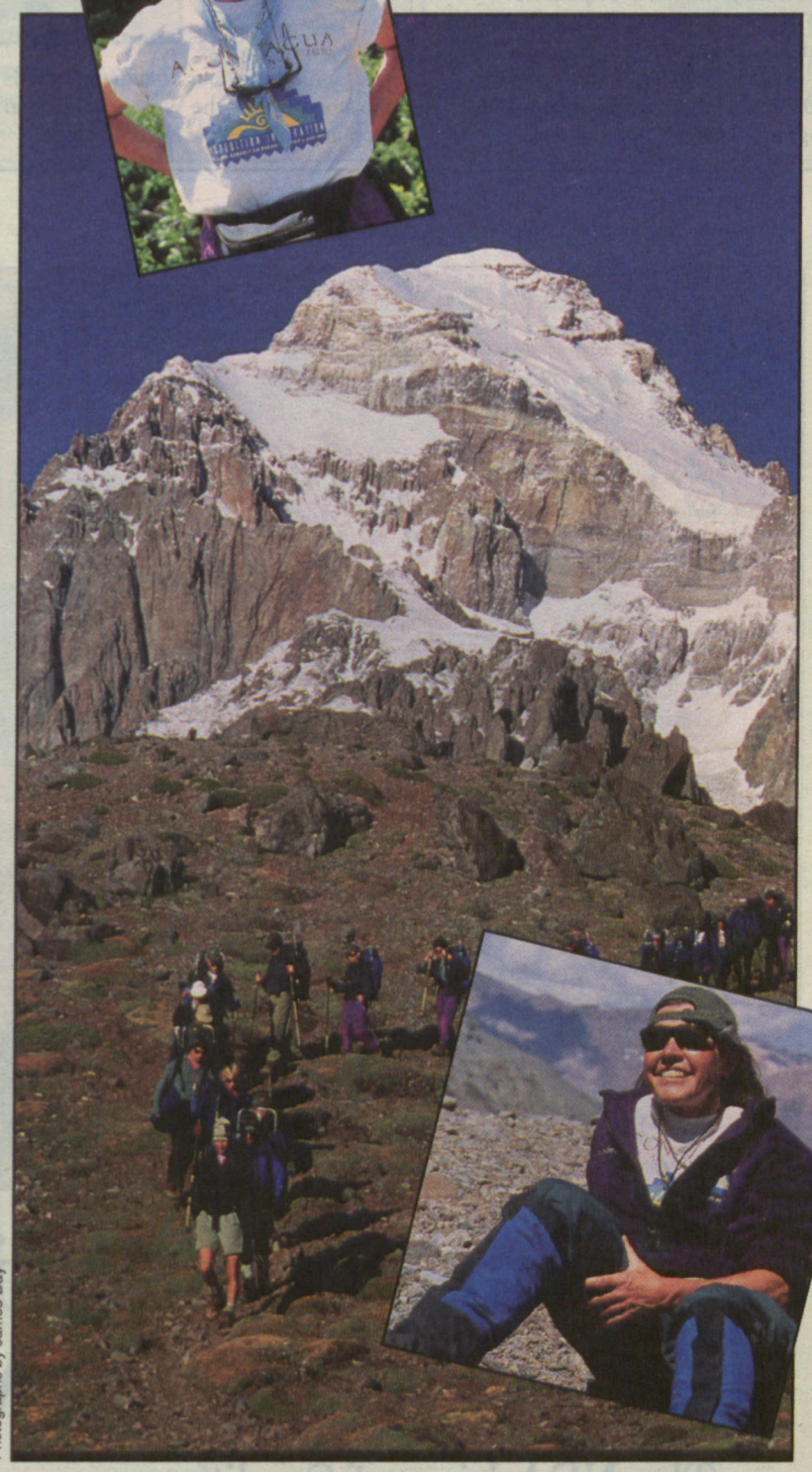
For half the year, **Elaine Griffin** and her husband Ned teach 30 students at a K-10 school 42 gravel-road miles from the town of Kodiak, Alaska.

The rest of the year, another teaching couple takes over in Alaska, and the Griffins take off. They've taught in an orphanage in Calcutta, translated medical information at a clinic in Mexico, and preserved native plants at a rain-forest nursery in Australia.

"We came to Chiniak because we wanted our kids to grow up in a place with rural values," Griffin says. A logging and fishing town of 150 people, Chiniak is beyond rural—the closest store is more than 40 miles away.

The Griffins live a few steps from the school and find teaching in Chiniak a way of life rather than a job. In Chiniak,"our school is a community and a family," Griffin says. "Everyone knows everyone else and teachers and parents are always available to one another. Because I teach the same students for 11 years in a row," she adds, "I'm able to develop a personal relationship with each one."





Photographs by James Day

An Animal's Best Friend

Paul Tople

Helping homeless animals has become a labor of love for Ohio member **Deanna Ruff** and her middle school special ed students.

Once a week, the students arrive at the Ravenna Animal Protective League's shelter, ready to scrub down cages, clean out food bowls, and provide clean bedding, fresh food, and plenty of tender loving care for the dozens of cats and dogs living at the shelter. They also help the animals find homes by taking photos of the animals and showing them around town.

"These experiences have taught my students so much," says Ruff, the owner of a cat, dog, two mice, and a bird. "They learn about work and responsibility and the warmth of a puppy's love. Those are precious lessons."

Expedition Inspiration

It took 11 days to climb 23,085 feet to the peak of the highest mountain in the western hemisphere, the Aconcagua in Argentina. Forty-five mile-an-hour winds, snow storms, and loose rock didn't seem to phase the 18 breast cancer survivors—two of them NEA members—who made the trip in February to raise awareness and $1 million for the Breast Cancer Fund.

"I figured we made it through chemotherapy," explains Iowa home assistance teacher **Kim O'Meara Anderson,** (top photo) "we can make it up this mountain."

Anderson hiked 35 miles to the base camp, but Nevada sixth grade science teacher **Claudia Berryman-Shafer** (photo above) was one of three women who actually made it to the top.

"It was a challenge," she admits. "You accomplish things in small steps, getting well and getting to the top of the mountain."

But both NEA members had a bigger goal in mind.

"I don't want any of my students to have to fight this disease when they grow older," says Anderson. "We have it within our power to find a cure."

RESOURCES

TV Tips

Nova: Making of a Doctor—*PBS, Wednesday, May 3, 9-11 p.m. ET.* NOVA follows seven Harvard medical students throughout their medical training as they endure the most grueling part of their education: the internship. This program is the third part of a series documenting the complete medical education of a group of physicians.

Capital Cities/ ABC/ Bob D'Amico

The Way West—*PBS, Monday, May 8; Wednesday May 10, 9 p.m. ET.* This five-and-a-half-hour documentary tells the story of how the West was lost and won and follows the bitter struggle between Native Americans and whites over the land.

Achievement TV: Passion, Creativity, and the Arts—So You Want to Be a Writer '95—*Pacific Mountain Network (satellite), Wednesday, May 10, 12-1 p.m. ET.* Join George Lucas (creator of Star Wars), Chuck Jones (animator for Warner Brothers Cartoons), and Bernie Taupin (award-winning songwriter for Elton John) as they discuss their passion for writing.

V-E Day: A 50th Anniversary Retrospective—*May 10-12. By satellite, check local listings for times.* Turner Adventure Learning celebrates the golden anniversary of Victory in Europe (V-E) Day by looking at the social, political, and economic changes that have occurred in Europe over the past 50 years.

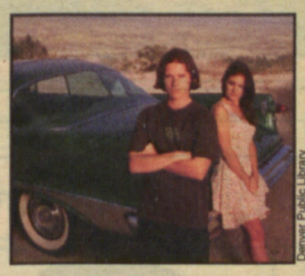
One Giant Leap—*The Discovery Channel, Tuesday, May 16, 9-10 a.m. ET.* A commemoration of the 25th anniversary of man's first walk on the moon recounts the history of the Apollo program and looks at this turbulent era of American history.

Caide Martin

National Geographic: The Great Indian Railways—*PBS, Wednesday, May 17, 8-10 p.m. ET.* A trip through the vast Indian subcontinent on the largest single train system in the world. Viewers travel from the Himalaya Mountains to the Great Thar Desert while meeting Indian people along the way.

Peggy Noonan on Values—*PBS, Fridays, May 19-June 2, 9-10 p.m. E.T. Check local listings.* Many believe that our country's fundamental institutions have failed. In three one-hour programs, Peggy Noonan, former speechwriter for Presidents Reagan and Bush, examines the family, faith, and culture.

A&E Classroom—*A&E, Tuesday, May 23, 7-8 p.m. ET.* What is a hero? Join football great Herschel Walker, businessman Bruce Llewellyn, children's book author Judy Blume, and actor Tom Selleck as they share their thoughts on heroes.


Denver Public Library

Long Road Home—*ABC, Thursday, May 25, 4-5 p.m. ET.* In this ABC Afterschool Special, a teen surfer confronts the father who walked out on him and his mother.

Ahead on *Teacher TV*

Learn something new to take back to your school on *Teacher TV*, the award-winning weekly magazine-style program co-produced by NEA and The Learning Channel. *Teacher TV* airs Sundays at 12:30 p.m. ET.

Here's a list of upcoming episodes:

May 7: Teaching Teachers
May 21: Teaching to the Brain
May 28: Learning from the City
June 4: Overlooked Students
June 11: Shared Decision Making

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RESOURCES

Free or Inexpensive

DIVERSITY

Bridges and Borders, Diversity in America. Time Education Program. An anthology of *Time* articles from 1923 to 1994. Highlights include coverage of immigration, the Scottsboro case, the Japanese internment camps, the civil rights struggle, and more. $14.97 includes s&h. Time Education Program, P.O. Box 60001, Tampa, FL 33660-0001, 800/882-0852.

Rosie the Riveter: Women Working on the Home Front in World War II. Penny Colman. In 1943, more than 18 million American women went to work. This book—illustrated with photos, posters, and ads of the times—tells their story. $16 plus $2 s&h. Random House, Inc., 400 Hahn Rd., Westminster, MD 21157-4698, 800/733-3000.

HOME AND SCHOOL

Grassroots Success! Preparing Schools and Families for Each Other. Valora Washington, Valorie Johnson, and Janet Brown McCraken. Lessons learned from 20 W.K. Kellogg Foundation School Readiness initiatives, plus tips on starting school readiness programs. $8 prepaid (includes s&h) NAEYC, 1509 16th St., N.W., Washington, DC 20036-1426, 800/424-2460.

Doing Our Homework: How Schools Can Engage Hispanic Communities. Andrea B. Bermudez. An explanation of the barriers to parent involvement in Hispanic communities—and research-tested ideas for overcoming them. $12 post paid. ERIC Clearinghouse on Rural Education and Small Schools, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325.

FOLKTALES

Tales Alive! Susan Milord. The author retells 10 folktales from 10 different countries for children ages 4 through 10. Includes hands-on activities in math, art, science, and traditions. $15.95 plus $2.50 s&h. Williams Publishing Co., Church Hill Rd., Charlotte, VT 05445. 800/234-8791.

COMMUNITIES AND SCHOOLS

With A Growing Voice. A collection of grassroots articles authored by teachers and students, offering suggestions for ways to promote public education in the community and rid schools of commercialism. Free for students. $15 for teachers and parents; includes shipping and handling. Write to Unplug, 360 Grand Ave. Box 385, Oakland, CA 94610. Call 510/268-1100.

SCIENCE

Where? Experiments for the Young Scientist and ***Who? Famous Experiments for the Young Scientist.*** Robert Wood. *Where?* contains 38 easy experiments—in six subject areas, including biology, and astronomy—for kids ages 8-13. *Who?* also provides information about inventors, plus instructions for kids to follow some of the same procedures the scientists used. Each $10.95 plus $3.50 s&h. TAB Books/McGraw Hill, Inc., P.O. Box 182607, Columbus, OH 43218-2607 800/822-8158.

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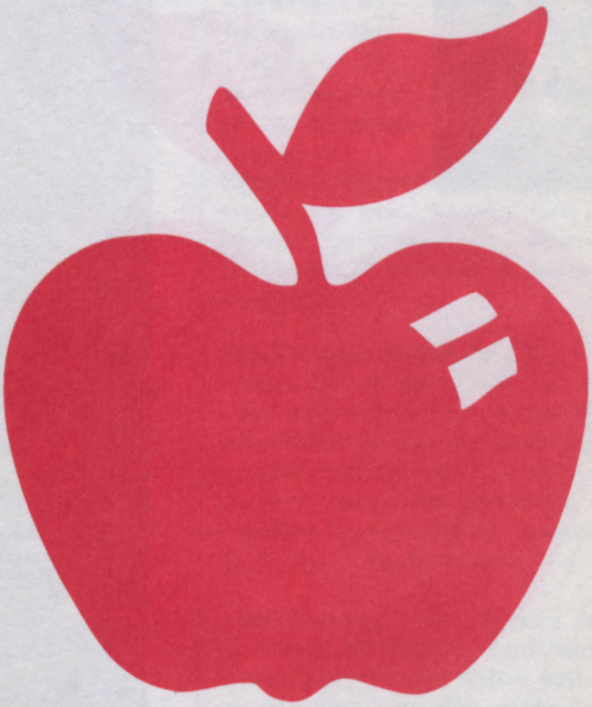

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Online

NEA members using technology to improve education

Follow that Butterfly

Why do thousands of monarch butterflies meet in the same place in Mexico at the same time every fall? Almost 30,000 students and 500 teachers are helping scientists find out. Their common link: the Internet.

It's a mystery to University of Kansas entomologist Orley Taylor.

Every winter, Taylor knows that millions of monarch butterflies migrate from central and southeastern states and Canada to the same winter getaway in Mexico.

What he doesn't know is how these monarchs find the same roost each year. What routes do they take? How do they "know" to meet only other monarchs—even in the dark?

Now thousands of K-12 students across the country are helping him find some answers.

Who brought scientist and students together? A teacher who was once one of Taylor's students.

NEA member Brad Williamson, a high school science teacher in Olathe, Kansas, convinced Taylor that students could help him—and learn in the process. "But I had no clue that the project had so much educational potential," Williamson says. "That was the neat part."

Coincidentally, Williamson's school is a pitstop for the butterflies during their trip south. When they landed at Williamson's school in the fall of 1992, students poured outside with their nets to catch them. Then Williamson attached identifying tags to their wings.

He and Taylor worked 40 hours a week during the first year of project Monarch Watch and contributed a chunk of the funding as well. Williamson alone made 75,000 tags in the first year.

The next step was putting out a call on the Internet, the world-wide computer network, for volunteers. "We got as many as 50 responses a day," Williamson says.

With a structure of regional coordinators, Monarch Watch soon involved 500 teachers in 30 states. By tapping into the Internet, teachers and students learned how to harvest butterflies, tag them, and report sightings during the fall migration. Also on the Internet: 60 pages of history, science, related research, and more.

"Students' enthusiasm for the project caught me off guard," Williamson says. "They kept asking questions. They started noticing every butterfly that moved, even though that wasn't the original idea. They started to develop an awareness of the natural world. They were learning science by doing science.

"It won't be long," he adds, "before the students who are involved will be able to generate and answer questions that have never been asked before. This isn't like a science display project. With Monarch Watch, everybody learns."

The project that started with the Internet continues to grow. A grant from the Environmental Protection Agency has funded monarch cages in schools all over the country. And Williamson is busy working on a Monarch Watch curriculum that teachers can download from the Internet.

"We started the project as solely scientific research," he adds. "Then we realized that it was an educational project, too. That's better than catching two butterflies with one net."

—Andrea Nicholson

To find out more about Monarch Watch on Internet, e-mail Julie Ellis at JELLIS@kuhub.cc.ukans.edu or find the Monarch Watch at http://129.237.246.134/

H. Armstrong Roberts

Thousands of kids and teachers are helping to track the monarch butterfly, according to science teacher Brad Williamson.

GETTING STARTED

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Karen Wood, *President, Appoquinimink Education Association, Middletown, Delaware*

"So many services are available to NEA members on Online. There's a section that deals with member services, areas for Association leaders, marvelous help for Association newsletter editors, and bulletin boards. I've used NEA Online to 'talk' to other nurses like myself and with benefits personnel at NEA—all without the high postal rates. I've accessed so much information from others across the country that the monthly fee has long been lower than what I've paid for stamps in the post office."

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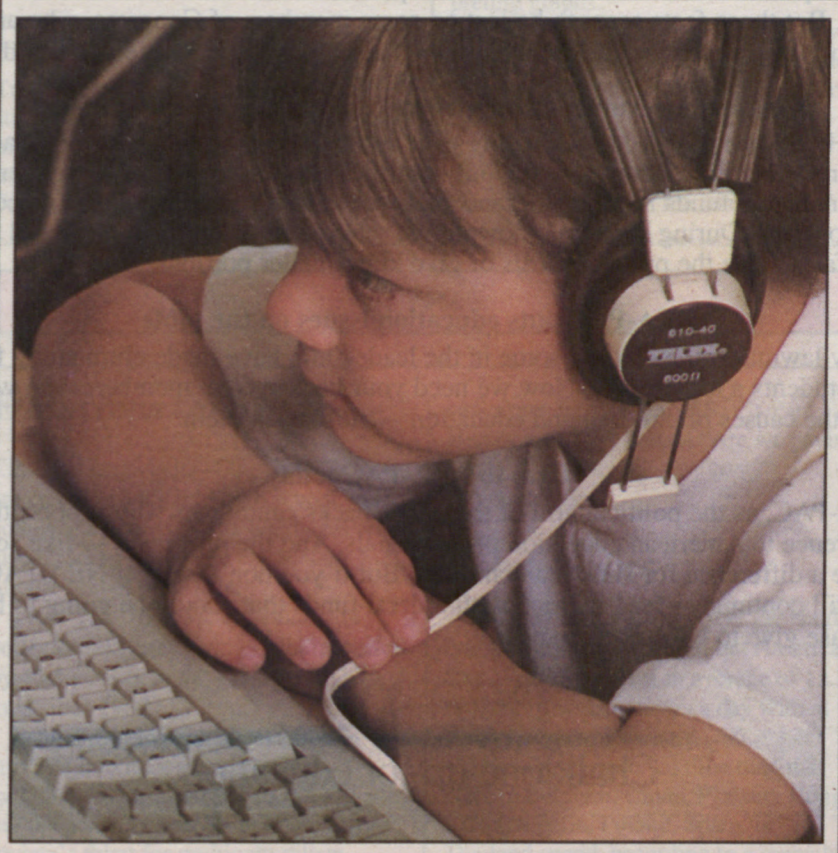
TVB055

Health

Information about health factors that affect the way students learn

Dr. Louis Slesin is the founder, editor, and publisher of VDT News, *a bimonthly newsletter on the health and safety issues associated with computer use. Slesin has a Ph.D. in environmental policy from M.I.T. He spoke recently with* NEA Today *intern Andrea Nicholson from his office in New York City.*

BEWARE DON'T STARE



As convenient, educational, and entertaining as computers are, these machines do carry some health risks.

Do computers pose health hazards for our kids?
That depends. As with all electrical equipment, computers must be treated with respect and care. If kids do this, they shouldn't have related health problems.

But the more time students spend in front of a computer, the more careful they need to be. Anyone who uses computers without taking certain precautions runs the risk of developing repetitive strain injuries, eye strain, headaches, and muscle aches.

What are repetitive strain injuries?
Repetitive strain injuries can occur when you repeat the same task over and over, like assembly line workers or those who sit at keyboards for long periods of time. For computer users, the catch-all term—repetitive strain injuries—encompasses carpal tunnel syndrome, tendinitis, tissue and joint damage, and more.

Is eye strain a real problem for computer users?
It certainly is. Eye strain is one of the most common complaints among computer users.

To avoid eye strain, kids should make sure they're not working in front of a window and that there are no reflections on their screens. Kids using computers for long stretches should exercise their eyes. After staring at the screen for awhile, they should take a rest break and stare out at a distance or at a book. They should let the eyes move around a little bit and focus on different objects.

What should students know about electromagnetic fields?
They should learn that there are electromagnetic fields coming from the display units and that they should keep their distance from them. I often see one kid working at a computer and four or five other kids leaning on the terminal watching or looking at the screen. These observers are much closer to the screen than the user. They have got to learn not to do that.

Why? Are these electromagnetic fields dangerous?
That's a very controversial subject. Electromagnetic fields are present only when the computer is on. The strong fields come not from the computer but from the display screen. Some studies have raised concerns about electromagnetic fields and cancer or miscarriage. Because we don't know the answers to all the questions, it's prudent to avoid exposures that are totally unnecessary.

Tell students they won't enjoy it less by not leaning on the computer when their friends are working on it. If it turns out later that we can document that there is a problem, then you and your students will have avoided a potentially very serious risk.

What precautions should children take when operating computers?
They should take rest breaks. They shouldn't work hours at a time at the computer. They should get up and walk around. They should refocus their eyes. If they have any pains or tingling in their wrists or their arms, they should immediately talk to their teacher and take it very seriously.

They should know: The more you use a computer and the longer you use it, the more potential problems might arise.

What can educators and parents do to instill good computer habits?
School employees should not only teach students how to use computers to learn and to have fun, but also how to use the computer safely.

Kids—all computer users—should learn to pay attention to how they sit, how they hold their bodies, and how they respond to working with the computer. If people learn good practices early on, they won't get into trouble later.

What's the most important thing students and teachers should remember?
I think the important thing is that children and adults treat computer equipment with respect—it's not something they should take for granted as being safe. We don't allow children to play with electrical appliances, do we?

We've come to take computers for granted because they're so useful and versatile. All I'm saying is that people should understand that there are some dangers associated with computer use. The good news is that they're avoidable.

Healthy Habits

Here are 12 tips for correctly positioning yourself at the computer.

1. Hold your head directly over your shoulders without straining forward or backward, about an arm's length from the screen.
2. Your chair should slope slightly forward to facilitate proper knee position.
3. Your elbows should be relaxed at about a right angle.
4. The screen should be at eye level or slightly lower.
5. Shoulders should be kept down with the chest open.
6. Knees should be slightly lower than the hips.
7. The back should be upright or inclined slightly forward from the hips.
8. The keyboard should be flat and at or just below elbow level.
9. Fingers should be gently curved.
10. Feet should be firmly planted on the floor. Shorter people may need a foot rest.
11. Wrists should be relaxed in a neutral position, without flexing up or down.
12. The neck should be elongated and relaxed.

Source: *Repetitive Strain Injury: A Computer User's Guide* by Emil Pascarelli, M.D., and Deborah Quilter, 1994

Children are starving for attention on Capitol Hill.

Five million children under 12 go hungry each month. Nearly 42 percent of American children grow up in low income families. And 23 percent — almost one in four children — grow up in poverty. But those facts seem to be lost on some members of Congress, who are busy trying to finance tax breaks for the wealthy on the backs of America's neediest children.

A leaner government doesn't have to be a meaner government

The House has proposed eliminating over 2,000,000 school lunches for disadvantaged schoolchildren. Many kids would lose the only nutritious meal they get all day. There is also a plan to force nutrition funds into block grants that would put funds for children in competition with other programs. During economic downturns, school officials would be forced to eliminate school breakfasts, raise the price of meals or give kids smaller portions.

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IDEA EXCHANGE

Sandwich Justice

My fifth graders experienced American justice firsthand recently—they participated in a mock trial with the help of the Prince George's County (Maryland) State's Attorney's office.

We were studying the roles of the court in society when we were invited to participate in the program, designed to give students a hands-on explanation of how our judicial system works.

The students played every role—from judge to court artist to the alleged thief of a peanut butter and jelly sandwich. Despite the efforts of the "prosecutors," assisted by a staffer from the County State's Attorney's Office, the 10-girl, five-boy jury couldn't agree to convict. They let the alleged lunch thief go.

I'm sure this mock trial taught my students more than hours of classroom study.

Paula Tiberii
Paint Branch Elementary School
College Park, Maryland

Building Pride

The problem: how to display area pre-K students' artwork. The solution: my seventh grade educational technology students decided to make display boxes patterned after actual ones sold in stores.

The result was a mass production experience for my seventh graders, which ended in a wonderful thank-you presentation, including a song and speeches by the four-year-olds.

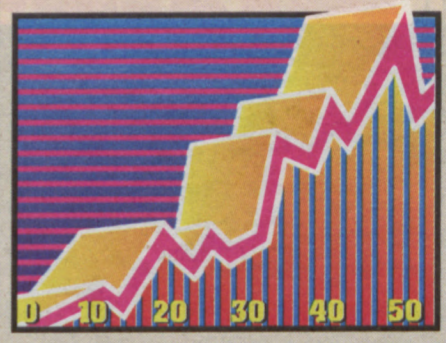
This kids-helping-kids project was good for everyone. The preschoolers were in awe of the older students who made something just for them, and my seventh graders couldn't be more proud.

Bob Blakita
Sparrows Point Middle School
Baltimore, Maryland

Great Graphs

To increase my fifth graders' understanding of and experience with collecting and graphing data, I start each morning with a question on the chalk board. For example, how many people live in your house? Then I provide a number line where the kids can record their answers.

At the beginning of math class, we discuss what we've collected: What is



the range? What is the median? What appears to be average? Sometimes, after class discussion of their graph, I ask them to write a short paragraph explaining what they've learned.

When the data they collect is personal, students seem better able to retain the "how to" concepts of graphing and interpreting graphs.

Evalyn Daverin
Fairview Elementary School
Bakersfield, California

Health Hangman

Sixth grade health is the last period of the day for my students, and many of them need a good energizer. I sometimes need one myself.

One boredom buster that works is health hangman. I divide the class into two teams. The secret hangman phrase on the board deals with either a health tip from the previous lesson or a moral proverb.

Two examples: "Eat to live; don't live to eat," and "Friends don't let friends drink and drive."

We keep a running score and award a prize to the winning team each quarter.

Tony Berg
Byron Middle School
Byron, Illinois

Send Your Ideas

Have any tips for this column? Pass them along in one of five ways:

➤By mail to Idea Exchange, *NEA Today,* 1201 16th St., N.W., Washington, DC 20036.

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Color photos or other illustrations are always welcome.

TRENDS

Sporting Danger

Tricks. Stunts. Jumps. Leaps. Basket tosses. All are in the repertoire of any worthy cheerleading squad these days.

Thrilling? Yes. Safe? Not necessarily. The Consumer Product Safety Commission estimated there were 15,600 cheerleading injuries last year. That's up 133 percent over the 6,700 injuries reported 10 years ago. Ironically, baseball and football injuries decreased over the same period of time.

More deaths and permanently disabling injuries resulted from cheerleading than from gymnastics, soccer, ice hockey, swimming, basketball, track, lacrosse, cross country, and tennis.

E Pluribus Unum?

Classical languages—Latin and Greek—are creeping back into high school and college curriculums. The languages are also trickling down into elementary and middle school programs.

From 1986 to 1990, the number of college students studying Latin increased by 12.5 percent to 28,000—the highest total since 1968.

Why the strong comeback? Some attribute it to updated curriculum, including material on CD-ROM. Others say the ancient concepts help quench society's thirst for multiculturalism.

"There's nothing remotely incompatible between teaching ancient civilizations and the vogue for multiculturalism," writes the *New York Times*. "After all, what's more multicultural than a world 2,000 years old, or the amalgam of international cultures that was Rome?"

Principals' Pay

High school principals' salaries now average $66,596. Middle school principals average $62,311, and elementary principals earn an average of $58,589. All three are up between 2.5 and 3 percent over last year.

The salary survey, recently released by the National Association of Secondary School Principals, shows the highest paid principal earns $104,444, while the lowest paid earns $26,000.

"Principals' roles are changing rapidly, requiring them to be almost like mini-superintendents," the NASSP's Paul Hersey told *USA Today*. "Are we paying enough to attract the very best?"

You decide.

Home Bodies

There may be a waiting list at the neighborhood child care center, but American four-year-olds spend an average of 12.3 of their 16 waking hours a day with at least one of their parents.

That's more parental time than toddlers in Belgium, China, Finland, Hong Kong, Nigeria, Poland, Spain, or Thailand spend, according to a recently released 11-country survey.

The survey also showed that mothers are still primary care givers around the world. In the United States, preschoolers spend an average of 11 waking hours a day with their mothers alone, one hour per day with both parents, and 42 minutes with their fathers alone.

They also spend about 1.9 hours in a school setting. Belgium was the only country whose four-year-olds spent a third—six hours—of their waking time in school.

Watch Out

Here's a warning to all school personnel: An unsecured television toppled off a cart recently as a student rolled it into his classroom, killing the student involved. Although fatal accidents are rare, minor injuries are common when kids and adults move unsecured televisions and other equipment on rolling carts. So be careful, get help, and be sure to secure that equipment.

School Disrepair

One-third of the nation's 80,000 public schools operate daily in unsuitable or unsafe conditions, according to a new report by the U.S. General Accounting Office. That means 14 million American students are affected by health hazards ranging from asbestos to rotting roofs to inadequate ventilation.

The GAO estimates the repair bill to make it right at $112 billion.

Senator Carol Moseley-Braun (D.-Ill.) has sponsored a bill that would authorize up to $100 million for school repairs. "We are courting disaster," she says, "if we fail to recognize that these capital needs relate directly to the health and safety of our children."

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FOR YOUR BENEFIT

SOCIAL INVESTING

David Leaming

Sarah Carpenter's philosophy steers her toward investing only in socially responsible companies. She co-owns a natural cereal company with Penney Hoagland (left).

Should you try to "do good" with your money? Or just focus on getting the best return?

For more than two decades, there has been a tug-and-pull between two sets of investors.

The first thinks that limiting investment options in any way needlessly compromises return. The second refuses to put dollars into any business that makes the world and its citizens a less pleasant place. It was for the latter group that the concept called "social investing" was developed.

Social investors "screen out" companies that don't meet their criteria. These might include defense contractors, environmental polluters, and companies that discriminate in employment practices or exploit labor in third world countries.

Until recently, social investors screened out companies that invested in South Africa. And they sometimes exclude companies that use animals to test their products.

Individuals, mutual funds, pension funds, and other institutional investors pumped $700 billion into social investments by 1989, according to Lauren Valenti, associate director of the Social Investment Forum in Boston, a trade group. Most experts believe the money in such investments has grown rapidly in the past five years.

Nonetheless, the debate over whether social investing is a valid way to invest continues. Some professional investors, like Sheldon Jacobs, editor of the *No-Load Fund Investor,* a mutual fund newsletter based in Irvington, New York, scoff at the idea of trying to "do good" with your investments rather than simply trying to earn a good return.

"Investment potential is more important," Jacobs notes. If you have strong social concerns, he suggests investing in "a good mutual fund. When it has excess profits, you can give them to charity."

Others, like Don Phillips, publisher of Morningstar Mutual Funds, a rating service based in Chicago, argue that for some people, the choice is between social investing or no investing. "Socially responsible investing eliminates a mental roadblock that some people have to investing," Phillips says.

"Many people, some teachers and artists among them, are suspicious of the business world and see all the evils done by big business," Phillips says. "They don't want to be a party to that, so they simply don't invest at all. This is not a phobia. It's a heartfelt, emotional issue."

Social investing is "terrific," Phillips says, if it helps such people see their way clear to making investments. "I can't understand why the business press takes the attitude that anything that gets in the way of unbridled capitalism is terrible. That's like telling people: 'You have to see the world my way.'"

Some investors turn to social investing when they receive an inheritance and find themselves with money to invest for the first time in their lives. So it was for Sarah Carpenter when she inherited some money from her father in 1993.

"I feel that my time in life is limited, and I want to feel good about what I do in this world," says Carpenter, 46, cofounder of a breakfast food company in Farmington, Maine called Grandy Oats Granola. "That means both in creating a good product and in doing what's good for me and for the environment."

But a good chunk of her father's portfolio was invested in defense-related industries. Carpenter did some research on social investing and eventually picked Douglas Salvati, portfolio manager for socially responsible investing at Greenwich Street Advisors, a subsidiary of Smith Barney, to invest her money.

Salvati, who has been a professional "social investor" for 15 years, doesn't believe that an investor must sacrifice investment return to achieve social goals. But he says he tends to invest in smaller companies rather than conglomerates because it's easier to understand their businesses.

"I've always thought the most interesting were the small to medium-sized companies with between $500 million and $5 billion," he adds. "They tend to have a tight focus on one to two businesses. Most of these companies don't have [assets in] alcohol, tobacco, or gambling. They're not big enough to be into nuclear power."

Some of Salvati's clients request that their money not be invested in companies that are involved in abortion, birth control, animal testing, or animal products like shoes. Some want to exclude companies that use Michael Jackson as a promoter, those that exploit third world countries, and those that don't treat women fairly.

To meet his clients needs, Salvati says he is "careful with retailers," because they may have personnel problems or labor problems.

Amy Domini, a social investing specialist in Boston, takes quite another approach. In addition to investing for individuals, Domini created a social investing index fund in May 1994.

An index fund is a group of companies that is selected to mimic some type of market index. It is not actively traded or managed.

In Domini's case, she picked 400 companies that meet her social criteria. She started with the Standard & Poor's Index of 500 large-company stocks and applied her social screens, which include no alcohol, tobacco, gambling, nuclear power, weapons, bad environmental records, or unfair employment practices.

"I want companies that produce safe and useful goods in a manner that is at least benign to the environment," she says.

When she applied these screens, "I lost half the S&P stocks," she explains. So Domini added 150 companies "with strong social profiles" to give her an index of 400 companies. The fund, which has $34 million in assets, has lagged the S&P index by just 3/10 of 1 percent since inception.

—Mary Rowland

NOTE: The opinions and investments featured in this article are the recommendations and observations of those who are quoted and do not represent NEA Member Benefits.

A Few Suggestions

Here are four companies selected as good "social investments" by Douglas Salvati, portfolio manager at Greenwich Street Advisors, a subsidiary of Smith Barney.

➤ *Kroger Supermarkets,* located in Cincinnati. "They run a terrific operation," Salvati notes. "They're very responsive on energy use."

➤ *Perkin Elmer,* a medical technology company based in Wilton, Connecticut. "They no longer do any defense contracting," he explains.

➤ *Parametric Technology,* a high-tech company based in Waltham, Massachusetts. "They do computer-aided design," Salvati says. "They're fairly small and focused on just one business."

➤ *Enron Oil and Gas,* an energy company based in Houston. "When you look for natural resources, it's hard to find one that hasn't been a polluter," Salvati says. "But Enron's major product is natural gas, and they've been very responsive in cleanups and other environmental issues."

Your NEA

Election '96

Are we a nation of citizens — or couch potatoes? Help fight apathy. Get involved! Here's how.

The 1996 Presidential election is still well over a year away, but the race has already begun.

Do Americans care? The statistics aren't encouraging. Citizen involvement in American democracy stands at record lows. Seventy million voting-age Americans are not even registered to vote!

"Too many people are giving up on democracy," says Mickey Ibarra, an NEA political action staffer. "As educators, we can help turn that around—by becoming politically involved ourselves, by becoming models for good citizenship."

For the 1996 election cycle, NEA will be working to help members become involved on a number of fronts.

➤ **Republican and Democratic Party delegate selection.** If you're an NEA member and become a delegate to either party convention, NEA-PAC, NEA's political action arm, will provide financial assistance to help with expenses.

➤ **Candidate comparisons.** NEA will circulate fact sheets that members can use to compare candidates' education positions and records.

➤ **Association forums.** NEA and state affiliates will be hosting special member forums on the '96 election, starting this July at the NEA Annual Meeting in Minneapolis.

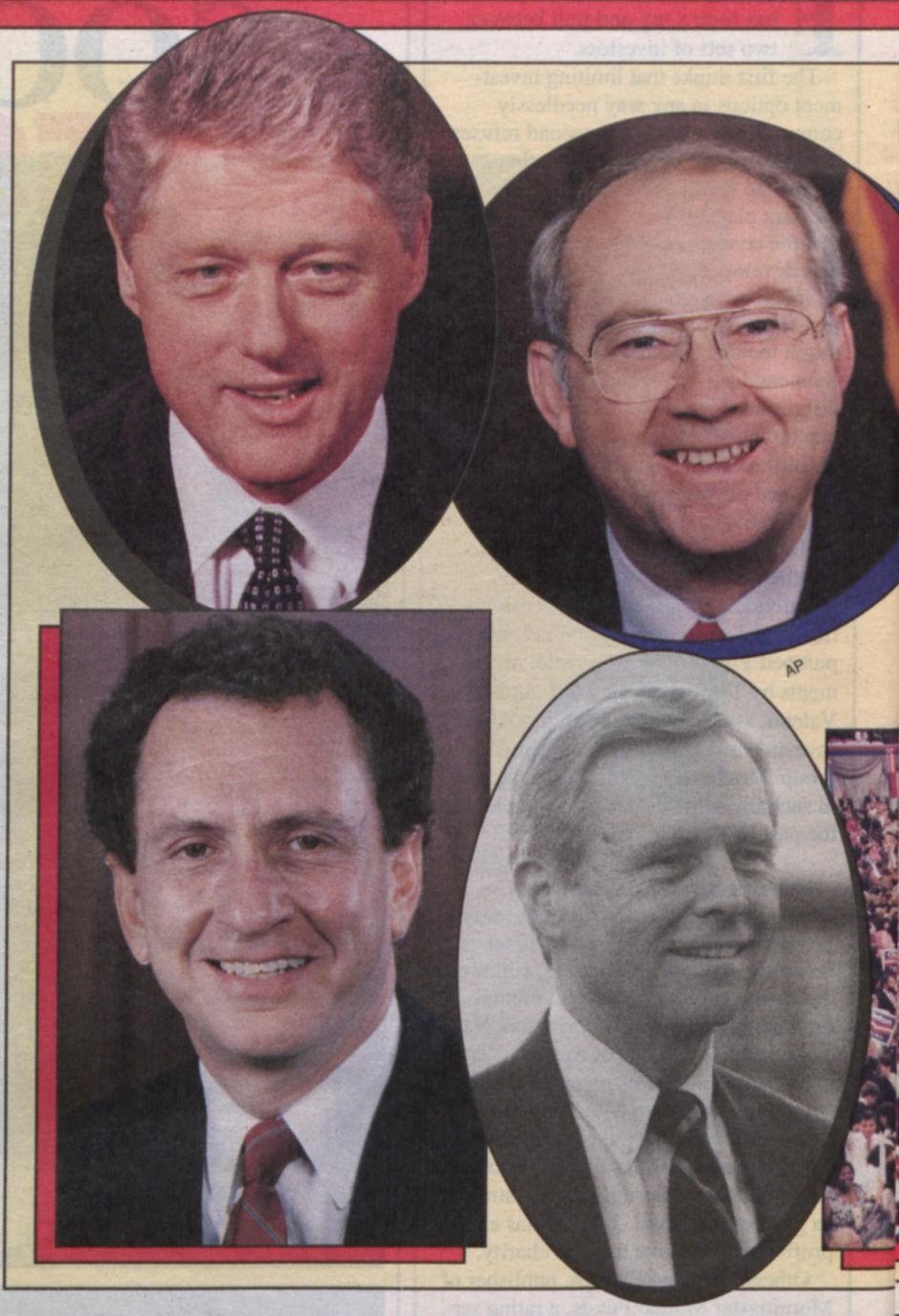
➤ **Response coupon.** NEA is asking members to evaluate President Clinton's performance on the promises he made as candidate Clinton. The next *NEA Today* will publish comments—both pro and con—on Clinton's education performance so far.

"In September," says NEA's Ibarra, "the NEA-PAC Council and the Board will decide whether to support the President in his bid for renomination. All this member feedback will help shape that decision."

If the Council and the NEA Board opt not to support President Clinton's bid for renomination, NEA will immediately circulate candidate questionnaires to all other viable Presidential candidates. Responses would then be published in an early 1996 issue of *NEA Today*.

The final step in the Association candidate endorsement process won't take place until July 1996.

At that time, the 10,000 delegates to the 1996 NEA Representative Assembly will decide, by secret ballot, whether to give NEA support to a candidate in the November general Presidential election.

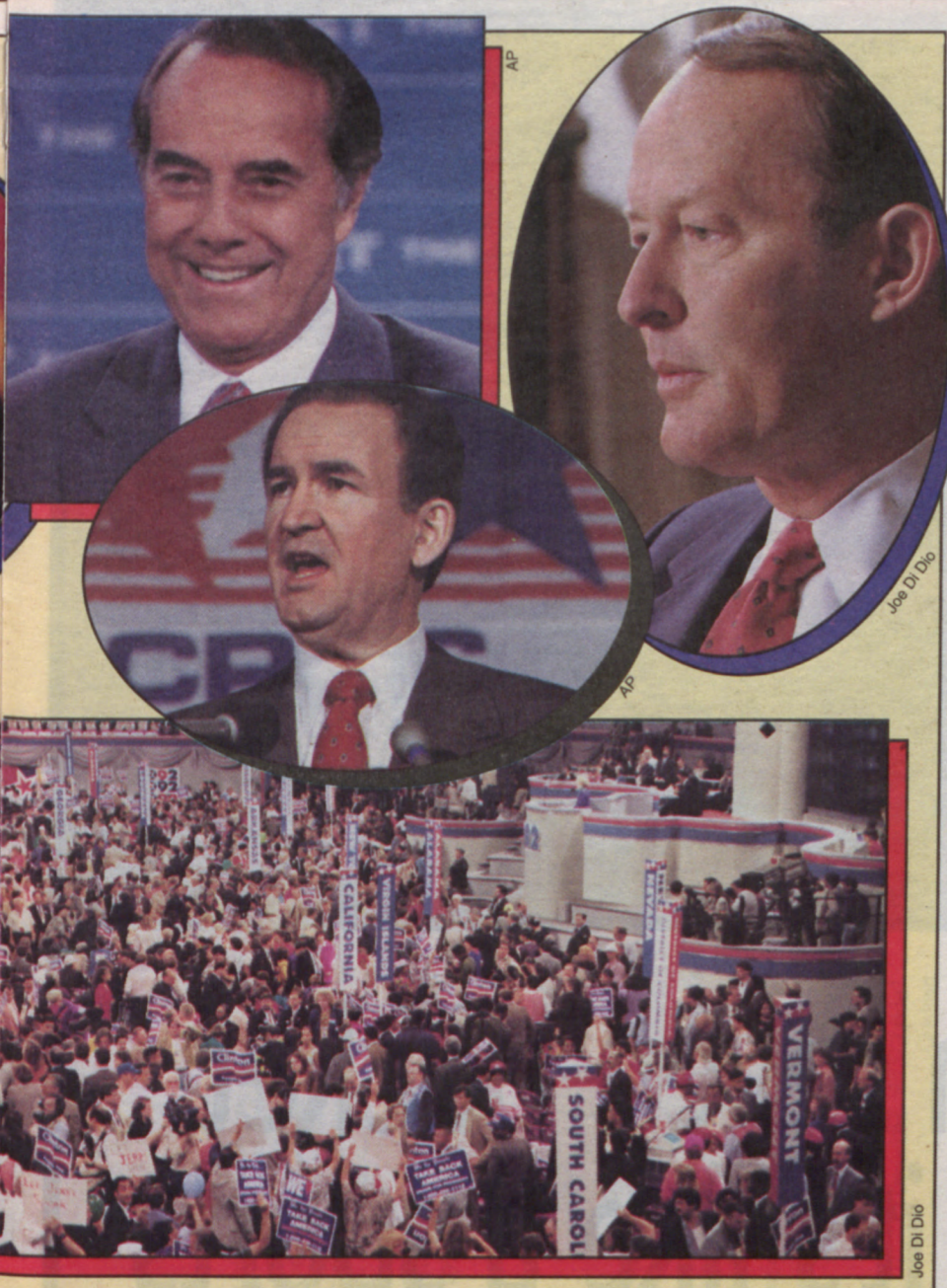


Should NEA Back the President's Bid

That's the question NEA elected leaders will debate this September. Now's the time to let them know what you think.

Here's a comparison of the pledges Clinton made in 1991 on his NEA candidate questionnaire and an appraisal, prepared by NEA Government Relations staff, of his performance on each pledge.

Topic	Pledge	Performance
Federal Funding	"Agree with NEA's position." [NEA position: NEA supports redirecting national priorities to provide substantial federal resources for programs that advance the national education goals.]	Overall education spending for all the programs administered by the U.S. Department of Education rose to $30.4 billion for Fiscal 1996, a 3.8 percent increase in total education funding. President Clinton has vigorously opposed attempts by the current Congress to cut $1.7 billion from previously approved funding for programs that include Goals 2000; School-to-Work; Safe and Drug-Free Schools, and Education Technology.
School Readiness	"All children, young people and adults can learn and deserve the opportunity to be educated. That means preschool for every child without regard to economic or social status . . . If I am President, I will send a budget to Congress to fully fund Head Start."	President Clinton convinced Congress to increase funding for Head Start from $3.5 billion in Fiscal '95 to $3.9 billion in Fiscal '96, but this total fell short of the $13.5 billion needed for full funding—the amount necessary to cover every eligible three- and four-year-old.
Educating Disadvantaged Children	"Most importantly, we must set the same high standards for children who are eligible for Chapter 1 funding as for anyone else and not allow a child's economic status to influence attitudes about his or her ability to learn."	President Clinton signed the reauthorization of the Elementary and Secondary Education Act (ESEA), which gives local schools greater flexibility to improve teaching and learning and lets schools, especially in high poverty areas, focus their resources on setting high academic standards for students.
Professional Development	"I favor a substantial federal investment to support the massive effort that will be needed for teachers and administrators to acquire appropriate expertise, especially in math and science, and to learn new approaches to teaching and leadership roles."	The ESEA reauthorization included a 129 percent increase in funds for professional development, including first-time funding in subject areas like art, music, and history.
Dropout Prevention and Postsecondary Educational Opportunity	"The federal government should take a leading role in reducing the dropout rate and increasing performance by establishing a national system of apprenticeships for non-college bound youth . . . and establishing a National Service Trust Fund that would give every young American the chance to borrow the money necessary to go to college and ask them to pay it back either as a small percentage of their income over time, or through national service as teachers, policemen, nurses, or child care workers."	President Clinton developed and signed the National Service Trust Act, which will give 100,000 students work opportunities to help pay for postsecondary education and job training. He also signed the School-to-Work Opportunities Act of 1993, to help prepare non-college bound high school students for high-skill, high-wage jobs. In addition, Clinton's Student Loan Reform Act restructures the federal college student loan program and makes loans easier to obtain and repay.



for Renomination?

Your Opinion, Please

How's President Clinton doing on education issues? Use the blank below to register your opinion. Just mail the coupon to the address below, FAX a copy to 202/822-7741, or e-mail your comments to: NEAGR1@aol.com.

Your response will be shared with your state affiliate president who is your representative on the NEA-PAC Council, the governing body of NEA's political action committee.

Name _____

Address _____

City State Zip _____

How would you evaluate President Clinton's performance on behalf of education?

Comments: _____

_____

_____

_____

Please check if you would like to receive any of the following:

___ information on other announced Presidential candidates
___ information on delegate selection for the 1996 Republican National Convention
___ information on delegate selection for the 1996 Democratic National Convention
___ details on the NEA process for making Presidential endorsements/recommendations
___ NEA's federal legislative program.

Mail to: NEA Government Relations, 1201 16th St., N.W., Washington, DC 20036.

Want To Become a Convention Delegate?

Get elected as a delegate to the Republican or Democratic convention, and NEA-PAC will help pay your way.

Every four years, the eyes of America zero in on the Republican and Democratic Party conventions. For educators, these two weeks are a great opportunity to send a message about students and schools—and what they need to succeed.

That's why, ever since the elections in 1976, NEA's political action committee has provided financial assistance to help NEA members pay expenses they incur if they've been chosen as either a Republican or Democratic national party convention delegate.

Lonnie Bertsch

Ray Holmberg, an NEA member from North Dakota, was a delegate to the 1988 and 1992 Republican National Conventions.

"It's hard for someone who isn't in the classroom in the 1990s to understand what's going on with public education. The complexities and complexion of what schools are like today are very different from what they were in the past when delegates to the national political party conventions were at school.

"When you talk about medicine, law, accounting, nursing, or any other profession, most people will defer to the experts in those fields. But everyone thinks they're an expert on schools because they went to school. But our schools are different now.

"As advocates for education, we need to be with the movers and shakers at the national conventions to educate them about our issues. If we're not there, decisions will be made that won't be pertinent to our profession as it is today."

Joe Di Dio

Olivia "Ollie" Besteiro, an NEA member from Texas, was a delegate to the 1992 Democratic National Convention.

"I think the national party conventions are a microcosm of all walks of life, all types of individuals—democracy in action. So I think it's very important for our presence to be felt there. We need a say in the policies that the government hopefully will enact once the election is over.

"It's very important for public school employees to be active in politics, because everything that happens in politics affects our work and our lives. We have to be there to help frame the discussion around issues that affect students.

"I've always been an advocate for public education, and we need advocates for public education in all political arenas. We need to be there when the national political party platforms are being developed to frame education issues from our point of reference. People who are not engaged in our profession don't always understand our issues."

Want to become a delegate to either the Republican or Democratic Party Conventions? The selection process for both parties varies by state. For information on how to run for a delegate position in your state, contact:

Republican National Committee, Attn: Committee on Arrangements, 310 First St., S. E., Washington, DC 20003, 202/863-8519, FAX 202/863-8835.

Democratic National Committee, Attn: Office of Party Affairs and Delegate Selection, 430 South Capitol St., S. E., Washington, DC 20003, 202/863-7191, FAX 202/863-8081.

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LOOKING AHEAD TO RETIREMENT

TRANSITIONS

At first, retirement may seem like a big relief. For a while, you may want to do nothing more than sleep late, travel, and dote on your grandchildren. But there may come a time when you want to do more, especially if you take early retirement.

One option is to stay in touch with other retired teachers and remain involved in education within your community. Another is to launch a new career, one that allows you to work at home and be your own boss.

Patricia Rockett, president of the Delaware State Education Association-Retired, has chosen to do both. Rockett lives and works at the King's Inn, a bed and breakfast establishment she runs with her husband on the Delaware shore.

"Because I retired early, I lost about one-fourth of my pension, so we were looking for a way to supplement our income," explains Rockett. "We came to the town of Lewes, bought a run-down Victorian home built in 1888, and spent a year converting the house to a B & B."

Rockett and her husband serve a full breakfast to their guests every morning. They also do all the housework themselves and care for the grounds. But tending to the B & B is worth it. "We meet a lot of very interesting, nice people, including educators, who appreciate the atmosphere here," says Rockett.

Rockett has maintained her commitment to education by continuing to teach part-time and by staying involved in Association work. She's a member of NEA-Retired and recently completed her second year as president of DSEA-R. She's taught for Elder Hostel, the University of Delaware's Academy for Lifelong Learning, and Delaware Tech.

"I get hooked on certain courses, like African art or the history of women, and I want to share them," says Rockett, whose own African art collection is on display at the King's Inn. "Basically, I just like to be busy and involved."

Like Rockett, thousands of older teachers who are retired or nearing retirement stay active and informed by joining NEA-Retired. The group's more than 100,000 members work together as advocates for public education and for the rights of older Americans.

Many retired educators also join their state Association's retired affiliate and help lobby for and against legislation that affects their state's teachers, retirees, and public education system.

Some states also have local retired affiliates. Members of retired locals typically pursue three types of activities: They serve as political activists at the state and local levels, they do volunteer work in local schools, and they serve as community volunteers.

NEA-R member Les Reynolds, who taught music to young children in the Scottsdale, Arizona public schools for 45 years, has made a career of Association work since he retired in 1983.

Reynolds served on the NEA-R Advisory Council for six years and is a representative on NEA-PAC, NEA's political action arm. He's also a former president of the Arizona Education Association-Retired, an organization he helped get off the ground.

Association work, says Reynolds, is an opportunity for retirees to continue being advocates for education. "I'm still very interested in children and in getting them a good education," he says. "The only way we can accomplish those things is to work with our legislators."

While Association work is a second career for many NEA-R members, others take second jobs. Most don't commute, however, nor do they report to a boss. Rather, they start home-based businesses and answer only to themselves.

They work at their own pace and according to a self-determined schedule. They also supplement their retirement income and save tax dollars by taking advantage of home office deductions.

The professional skills of many NEA-R members lend themselves well to home-based work. Tutoring, bookkeeping, accounting, computer programming, and desktop publishing are just a few of the careers that NEA-R members can pursue, part-time or full-time, without leaving home. Hobbies, such as cooking or a craft, can also be turned into moneymakers at home.

In *How To Run a Business Out of Your Home* (Longmeadow Press), author Steve Kahn, an attorney and entrepreneur, offers the following advice on starting a home-based business:

Gary Emeigh

Retired teacher Patricia Rockett runs the King's Inn, a bed and breakfast on the Delaware shore.

Retirement is 24 hours a day, seven days a week. How you spend that time is entirely up to you.

➤ **Make it legal.** First, make sure your business conforms to local zoning laws. Copies of updated laws are available from city/town halls, zoning offices, and local libraries.

Second, make sure you're in compliance with all local, state, and federal regulations. If you plan to start a catering business, for example, you must meet local Health Department regulations.

A knowledgeable local attorney can help you in your compliance efforts.

➤ **Make it safe.** Whether you rent or own your home, you probably have some type of homeowner's insurance. That coverage may not be adequate, however, once you begin working at home.

Contact your insurance agent for advice about the terms of your specific policy and what you need to do to protect your home and business.

➤ **Consider the tax aspects.** It's essential that you understand your tax liabilities and the tax benefits available to you. As a self-employed person, you'll be required to pay self-employment tax. It's based on the net income of your business and is separate from federal income tax.

To claim a home office deduction, you must be able to prove that your home office is used exclusively and regularly for business purposes. Once you do so, you can deduct business-related expenses, including a percentage of your rent if you rent your home, or a percentage of the depreciation if you own your home. You can also deduct an equal percentage of home utilities, property taxes, mortgage interest, and insurance.

Consult a tax attorney or an accountant about the tax aspects of your particular business.

➤ **Consider how your earnings will affect your Social Security benefits.** In 1995, persons aged 62-64 must give up $1 in Social Security benefits for each $2 they earn over $8,160. Retirees age 65-69 must give up $1 in benefits for every $3 earned above $11,280. (There's no reduction in benefits for those age 70 or older.)

The goal of any post-retirement career should be to allow one to continue living an active, productive lifestyle. "I'm not one to sit by the fireside in a rocking chair," says Les Reynolds. "I want to be informed and stay involved."

A variety of member benefits are available to NEA-R members through NEA-Retired and NEA Member Benefits. For more information on NEA Member Benefits programs, call toll free 800/637-4636.

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RESEARCH CLUES

When Unique Works

Nothing's typical at Community High School in Ann Arbor, Michigan—except student success.

By Robert McNergney

A young Indiana Jones races by carrying a notebook computer to the creek to check a bewildering array of research results on the local ecology. You'd think it's Warner Brothers Studio when you hear the jazz band in the background. But the kid doesn't look like your average movie star professor—he's got purple hair.

Wait a minute. This is no movie—it's Community High School in Ann Arbor.

Community High is billed as a "family unique in its small size, talents, warmth, and personality. Students, staff, and parents share in many decisions." The boilerplate, however, doesn't begin to communicate the school's uniqueness.

Interim dean Judy Hamilton describes it as "an introspective place, a place where teachers and students seem willing to accept people's idiosyncrasies. They really don't expect everybody to be the same, so when people live up to those expectations, nobody is surprised."

Two kinds of students flourish at Community High. The first are highly motivated students who feel confined by a typical high school and want to design unique programs that draw heavily on community resources, such as artists, businesses, and the nearby university.

The second are shy students, students who need more personal attention from teachers, and students who benefit from outside school involvement as volunteers, members of community committees, and fundraisers.

Students here succeed in traditional ways, with some 90 percent going on to college. But Hamilton contends that Community High recognizes success in different forms, too.

"If kids pull it together over the course of four years and feel strong in being themselves, whether or not they go on for more schooling, we think they're successful," she says. "We want kids to be happy with themselves."

The downside? Community High isn't for everyone. Students must be able to handle lots of individual responsibility. The campus is open to the community. Students come and go. There are few rules. Parents must be willing to let their children experience this freedom.

> "Community High is an introspective place, a place where teachers and students seem willing to accept people's idiosyncrasies. They really don't expect everybody to be the same."
> —Judy Hamilton, Interim Dean

Old language does not apply well to Community High. The term "alternative school" has been used derogatorily to mean "strange" or "off-the-wall," and casually to connote "alternative to mainstream schools." Community High is none of these things.

The demand for admission to Community High long ago dispelled any myth of radical, unacceptable practice. While half the 400 students gain admission via a lottery, the other half get there by standing in line. Last year the queue formed a week before registration.

We need new language to describe places like Community High. Researchers typically speak of schools in terms of patterns—average daily attendance, median income of parents, the shape of the distribution of students' standardized achievement test scores, and the like.

Every once in a while, though, a data point doesn't fit the pattern. It refuses to conform by standing far apart from the others. Researchers call this an "outlier."

Some people still think of these "outliers" as nuisances that frustrate the drive for order. More, however, realize that the different, the unusual example stimulates creativity and insight.

A well-established outlier school like Community High can stretch people to consider new possibilities for helping children succeed. Because of their unusual success, maybe someday, sooner than we think, outliers will be the norm.

Robert McNergney is professor of education at the University of Virginia. His e-mail address is rfm@virginia.edu.

New Findings on Gifted

A new research study concludes that gifted students achieve more in special programs—regardless of whether the programs are in regular classrooms, special classes, or special schools—than gifted students who get no special help at all.

"There isn't any one program type that is best over all," notes Marcia Delcourt, the lead investigator for the University of Virginia study. But different programs lead to different outcomes for students.

Academically, students made progress in all kinds of special programs, but students in special classes or schools tended to score highest on tests. Socially, kids given enrichment activities in regular classrooms tended to be more confident of their talents. They were also more likely to say that they preferred challenging work and that they liked to work independently.

For more information, contact Dawn Guenther, National Research Center on the Gifted and Talented, U-007, University of Connecticut, Stoors, CT 06269.

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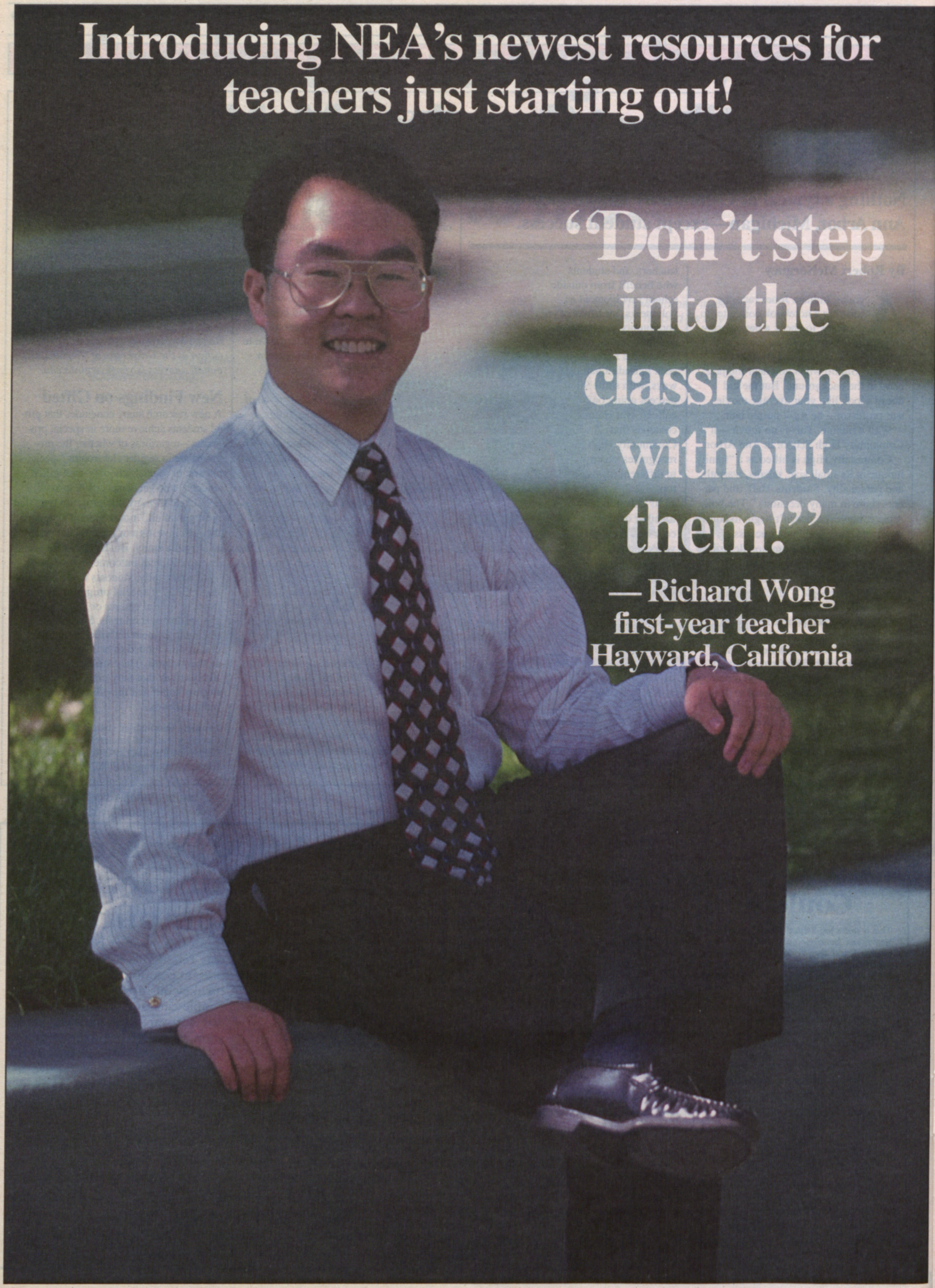

"Don't step into the classroom without them!"

— Richard Wong
first-year teacher
Hayward, California

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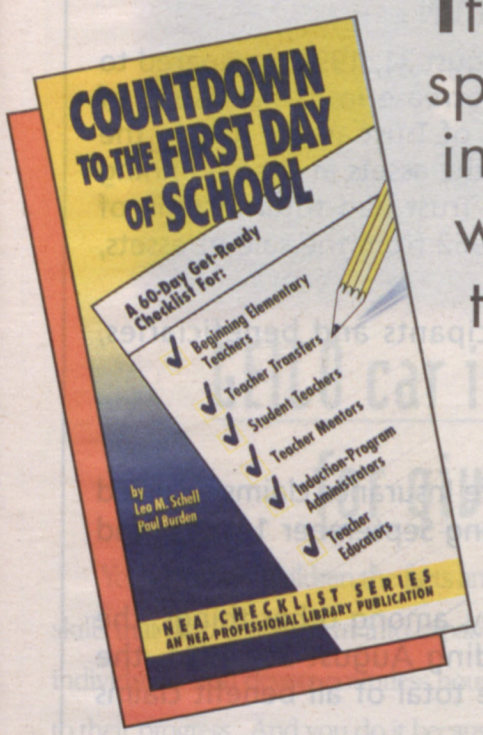

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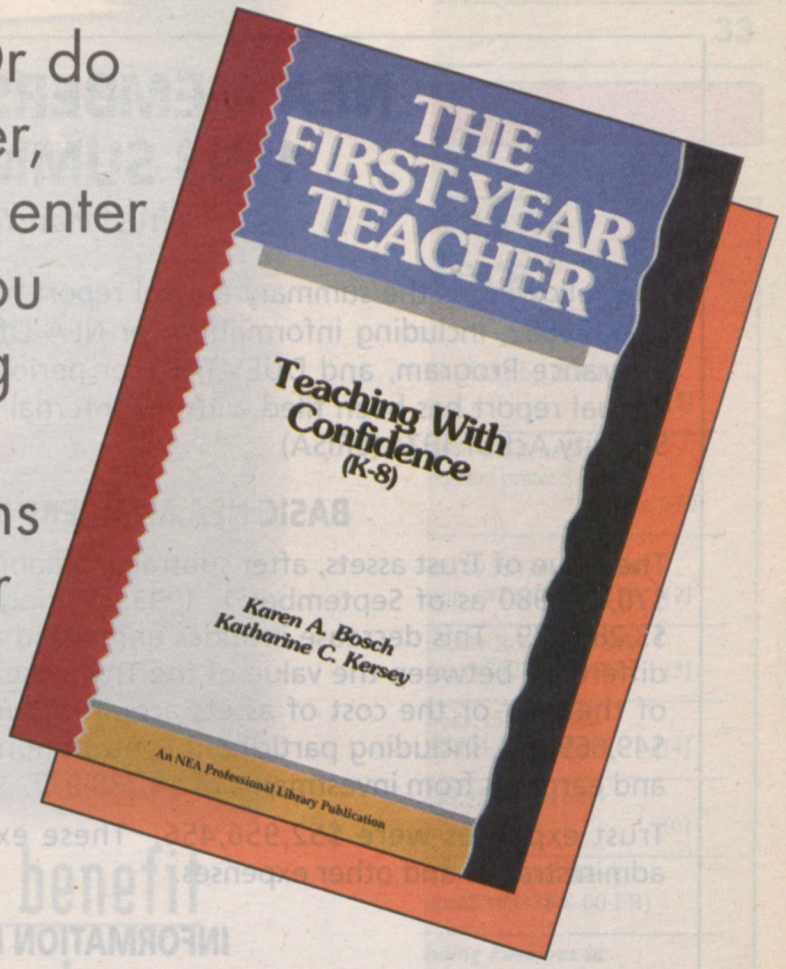

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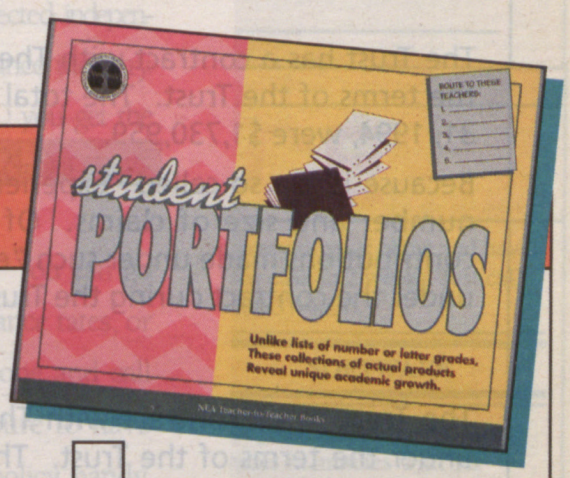
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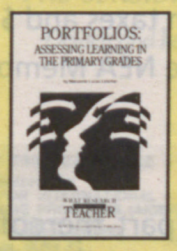

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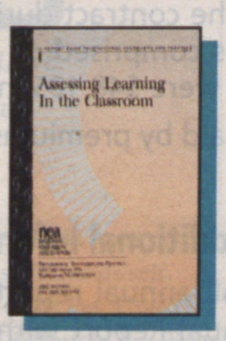

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NEA MEMBERS INSURANCE TRUST PLAN
1993 SUMMARY ANNUAL REPORT

(Trust Plan Year Beginning September 1, 1993)

The following is the summary annual report for the NEA Members Insurance Plan, Employer Identification Number 52-1126682, including information for NEA Life Insurance Program, NEA Accidental Death & Dismemberment Life Insurance Program, and DUES-TAB, for period beginning September 1, 1993, and ending August 31, 1994. The annual report has been filed with the Internal Revenue Service, as required under the Employee Retirement Income Security Act of 1974 (ERISA)

BASIC NEA MEMBERS INSURANCE TRUST FINANCIAL INFORMATION

The value of Trust assets, after subtracting liabilities of the Trust was $67,353,801 as of August 31, 1994, compared to $70,640,980 as of September 1, 1993. During the Trust year, the Trust experienced a decrease in its net assets of $3,287,179. This decrease includes unrealized appreciation and depreciation in the value of Trust assets; that is, the difference between the value of the Trust assets at the end of the year and the value of the assets at the beginning of the year or the cost of assets acquired during the year. During the Trust year, the Trust had total income of $49,669,277, including participant contributions of $41,049,623, realized gains of $4,113,962 from the sale of assets, and earnings from investments of $4,738,977.

Trust expenses were $52,956,456. These expenses included benefits paid to participants and beneficiaries, administrative and other expenses.

INFORMATION FOR NEA LIFE INSURANCE PROGRAM

The Trust has a contract with The Prudential Insurance Company of America to pay all Life Insurance claims incurred under the terms of this program. The total contributions for the Trust plan year beginning September 1, 1993, and ending August 31, 1994, were $30,633,506.

Because it is a so called "experienced-rated" contract, the premium costs are affected by, among other things, the number and size of claims. Of the total contributions made for the Trust year ending August 31, 1994, the contributions made under such "experienced-rated" contract were $30,636,506 and the total of all benefit claims paid under the contract during the Trust year was $26,562,379.

INFORMATION FOR NEA ACCIDENTAL DEATH & DISMEMBERMENT PROGRAM

The Trust has a contract with The Prudential Insurance Company of America to pay all AD&D claims incurred under the terms of the Trust. The total contributions for the Trust year beginning September 1, 1993, and ending August 31, 1994, were $1,730,959.

Because it is a so called "experienced-rated" contract, the premium costs are affected by, among other things, the number and size of claims. Of the total contributions made for the Trust year ending August 31, 1994, the contributions made under such "experienced-rated" contract were $1,730,959 and the total of all benefit claims paid under the contract during the Trust year was $1,031,987.

INFORMATION FOR DUES TAB PROGRAM

The Trust has a contract with The Prudential Insurance Company of America to pay all DUES-TAB claims incurred under the terms of the Trust. The total contributions for the Trust year beginning September 1, 1993 and ending August 31, 1994 were $2,082,159.

Of the total contributions made for the Trust year ending August 31, 1994, the contributions made were $2,082,159 and the total of all benefit claims paid under the contract during the Trust year was $1,823,397. Benefits charged, less benefit claims paid, were $62,746 which is comprised of incurred but unreported claims and a pooled claim charge. Trust expenses, less benefit claims paid, were $48,105 in premium taxes and $147,911 in other expenses.

The DUES-TAB program is self-supporting and paid by premiums from the NEA Members Insurance Trust funds rather than from Member contributions.

Additional Information

You have the right to receive a copy of the full annual report, or any part thereof for a reasonable charge or you may inspect the Annual Report without charge at the office of NEA Members Insurance Trust, c/o NEA Member Benefits, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 or at the U.S. Department of Labor in Washington, D.C. You also have the right to receive from the Trust Administrator, on request and at no charge, a statement of the assets and liabilities of the Trust and accompanying notes, or a statement of income and expenses of the Trust and accompanying notes, or both. The Administrator will state the charge of the specific document you request so you can find out the cost before ordering.

NEA Members Insurance Trust
A policy of caring

BOOK BEAT

Need a Guide?

It's a brave new world, and your kids can help save it. Two new guides by NEA members make it easy.

World Link: An Internet Guide for Educators, Parents, and Students. Linda Joseph. Greyden Press (800/881-9421), 260 pp., $24.95.

If you think of the Internet as a foreign country, think of this book as Berlitz.

Hats off to Linda Joseph, a library media specialist in Columbus, Ohio public schools, who's written a simple guide that takes the terror out of technology.

Like the popular *DOS for Dummies*, Joseph starts readers at ground zero and builds from there. First, simple explanations of how you can connect to the Internet. Then, the rewards of communicating with others (subtitle: getting e-mail can be fun).

Delving a bit deeper, Joseph provides instructions for getting your hands on what you see on your screen (subtitle: downloading information).

She tells you how to "get into" the Smithsonian, the United States Holocaust Museum, the Hubble telescope, and the Grand Canyon. She provides ideas for lesson plans using the Internet, then tells you how to find already-written lesson plans there.

If you're intimidated by the Internet, arm yourself. This guide's for you.

The Kid's Guide to Service Projects. Barbara Lewis. Free Spirit Publishing (800/735-7323), 175 pp., $10.95.

Barbara Lewis, an award-winning elementary teacher in Salt Lake City, Utah, has written this book to (and for) kids who want to make a difference.

Her own students have worked to clean up hazardous waste, improve sidewalks, plant trees, fight crime, initiate three state laws and amend a national one. With this guide, she aims to spread the gospel.

After a few quick organizing tips, Lewis literally spews ideas for service projects along topic lines. There are chapters on helping the homeless and senior citizens, fighting crime and intolerance, promoting literacy and safety—plus a dozen others.

Lewis concludes with practical how-to advice on everything from holding fundraisers to writing press releases.

This book is a gold mine for kids who want to make a difference—and the adults who want to help them. (How's that for a talk show topic?)

—Stefanie Weiss

The NEA Professional Library's Top Ten

NEA Bestsellers

Current Rank		Previous Rank
1	***The First-Year Teacher: Teaching with Confidence (K-8),*** by Bosch and Kersey. Member's price: $14.95. (#1862-1-10-FB)	[5]
2	***Flirting or Hurting? A Teacher's Guide on Student-to-Student Sexual Harassment in Schools,*** by Stein and Sjostrom. Members price: $15.95. (#1864-8-00-FB)	[10]
3	***Student Portfolios,*** NEA Teacher-to-Teacher Books. ($9.95) Insights into using portfolios to assess and enhance student learning. (#2901-1-00-FB)	[2]
4	***Toward Inclusive Classrooms,*** NEA Teacher-to-Teacher Books. ($9.95) Students with special needs *can* learn with their peers. (#2903-8-00-FB)	[3]
5	***Innovative Discipline,*** NEA Teacher-to-Teacher Books. ($9.95) New discipline strategies that teachers say really work! (#2904-6-00-FB)	[4]
6	***Time Strategies,*** NEA Teacher-to-Teacher Books. ($9.95) Ways busy teachers restructure school time. (#2902-X-00-FB)	[6]
7	***At-Risk, Low Achieving Students in the Classroom,*** by Lehr and Harris. ($9.95) Covers over 100 practical ideas for improvement. (#3338-8-00-FB)	
8	***Educator's Job Search: The Ultimate Guide to Finding Positions in Education,*** by Martin Kimeldorf. ($15.95) How to land your dream job in education. (#1860-5-10-FB)	
9	***Countdown to the First Day of School,*** by Schell and Burden. ($4.95) A must-have checklist for new elementary teachers. (#2150-9-00-FB)	[8]
10	***School-Based Change,*** NEA Teacher-to-Teacher Books. ($9.95) Tips, tricks, and techniques for avoiding the pitfalls of school restructuring. (#2905-4-00-FB)	[9]

The numbers in brackets indicate last month's rank, if any. All the resources listed above are published by and available from the NEA Professional Library, a service for NEA members financed solely by the sale of books and other professional development materials to the education community. To order any book listed here or for more information, call 800/229-4200. (Note: a shipping and handling charge is added to all orders.)

EDUCATION MARKETPLACE

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Jobs for teachers/principals. Send SASE to NTC, Box 1257, Boston, MA 02118-1257, 617/267-3204.

Teaching Opportunities: Most comprehensive, timely catalog of all tchg. & adm. pub. sch. jobs. More info. 800/969-4001.

BUSINESS OPPORTUNITIES

Earn $15K - $25K PT teaching specialty classes. SASE to Moreno Education Associates, PO Box 15479, Long Beach, CA 90815.

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Earn university credit. Travel USA or abroad. U. of CA Extension, Travel Study, Santa Barbara, CA 93106. 805/893-3351.

Costa Rica Summer Study-Tours 2 wks, 5 credits, 6 eco-zones. Scientist guides-cloud forest. Beaches-jungle-rivers-birding. Need coordinators-free trips. Call Susan K. 800/426-4505.

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SCANDINAVIAN STUDY-TOUR
July 3rd to 16th, 1995...From $2475

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PUBLICATIONS

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Years There	Annual Salary* $
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Your NEA

National Education Association

Proposed Amendments to the NEA Standing Rules, Constitution, and Bylaws for Vote by the 1995 Representative Assembly

May 1995

This issue of Proposed Amendments to the NEA Standing Rules, Constitution, and Bylaws contains all amendments that have been submitted in accordance with Article IX of the Constitution and Standing Rule 9 no later than 120 days preceding the NEA Annual Meeting.

The Representative Assembly will vote on amendments to the Standing Rules by voice vote at the first business meeting, July 3, 1995. Standing Rule Amendments, if adopted, are effective immediately unless otherwise specified.

The Assembly will vote on amendments to the Constitution and Bylaws from 8:30 a.m. to 12 noon, July 5, 1995. Amendments will be discussed prior to voting. Amendments to the Constitution and Bylaws become effective on September 1 following their adoption unless otherwise specified. Further information may be obtained from the NEA Governance and Policy Support office, 1201 Sixteenth Street N.W., Washington DC 20036, 202/822-7195.

In the following amendments, deletions are in brackets, and additions are underscored.

NEA COMMITTEE ON CONSTITUTION, BYLAWS, AND RULES

TED THOMAS, CHAIRPERSON, OHIO

STAN R. BRYAN OKLAHOMA

RICK HARRIS FLORIDA

ELAINE SUDDUTH SOUTH CAROLINA

CHRISTINE H. TURNER WASHINGTON

AMENDMENTS TO THE NEA STANDING RULES

STANDING RULE AMENDMENT 1A*

(Requires a majority vote)

(To be effective with the 1996 Representative Assembly)

Title: To revise the schedule for submission and distribution of the new business at the Representative Assembly; to provide that prior to June 1 the groups currently eligible to submit new business may continue to do so except that fifty (50) NEA Active, Retired, and/or Student members rather than fifty (50) delegates may submit a new business item; and to specify that after June 1 new business may be submitted only by official action of a state delegation (including the NEA Retired and NEA Student delegates), the National Council of State Education Associations, the National Council of Urban Education Associations, the National Council for Higher Education, a registered NEA caucus, the NEA Board of Directors, or the Committee on Constitution, Bylaws, and Rules pursuant to Rule 8.G.

Rule 6. Order of Business and Debate.

K.1New business relating to substantive policies or programs for the Association shall be specific in nature and terminal in application.

[New business items submitted prior to May 1 shall be sent to the president and executive director of each state affiliate as soon as possible. Those items submitted after May 1 but prior to June 15 shall be included in the delegate packets given to delegates at registration.

[New business items shall be submitted to the Committee on Constitution, Bylaws, and Rules no later than 12 noon on the second day of the Representative Assembly and shall be submitted (1) by petition of at least fifty (50) delegates, (2) by a majority vote of those present and voting at a state delegation at a regularly called meeting of the delegation in connection with the Annual Meeting, (3) by a governance body of the NEA or a state or local affiliate, or (4) by the Committee on Constitution, Bylaws, and Rules pursuant to Rule 8.G. The material shall be made available to the chairperson of each delegation on the following morning prior to the beginning of the Representative Assembly. Such material shall include a brief written rationale for each new business item.

[Each new business item shall be printed accompanied by the name of the submitting NEA, state, or local group and shall be accompanied by the name and state of the contact person.

[Items of new business submitted in accordance with this section shall be the first business item at all business meetings except the first business meeting of the Representative Assembly, and these new business items shall be considered for at least one hour.]

2. Except for proposed new business items that are introduced by the Committee on Constitution, Bylaws, and Rules pursuant to Rule 8.G, all proposed new business items shall be submitted to the Committee on Constitution, Bylaws, and Rules.

3. All proposed new business items shall be in writing, shall identify the group, entity, or person submitting the proposed new business item, shall set forth the name and state of the contact person (who shall be a delegate to the Representative Assembly at which the proposed new business item is to be introduced), and shall be accompanied by a brief statement of rationale.

4. (a) Proposed new business items may be submitted to the Committee on Constitution, Bylaws, and Rules prior to June 1 by (i) petition of at least fifty (50) Active, Retired, and/or Student members of the Association, (ii) an official action of a state delegation to the Representative Assembly at which the proposed new business item is to be introduced, or (iii) an official action of a governing body of the Association or a state or local affiliate of the Association. Proposed new business items that are submitted prior to June 1 shall be distributed to presidents and executive directors of state affiliates and to delegates to the Representative Assembly at which the proposed new business item is to be introduced prior to the commencement of the Annual Meeting.

(b) Proposed new business items may be submitted to the Committee on Constitution, Bylaws, and Rules from June 1 until noon of the second day of the Representative Assembly by (i) an official action of a state delegation to the Representative Assembly at which the proposed new business item is to be introduced (including an action taken by the NEA Retired delegates or NEA Student delegates at their meetings held prior to the Representative Assembly), the National Council of State Education Associations, the National Council of Urban Education Associations, the National Council for Higher Education, or an NEA caucus that has registered with the Association by June 1 or (ii) by the Association Board of Directors. Proposed new business items that are submitted on or after June 1 but prior to the first day of the state delegation meetings shall be provided to the chairperson of each state delegation at the first state delegation meeting. Proposed new business items that are submitted on or after the first day of the state delegation meetings shall be distributed to the chairpersons of the state delegations as soon as possible, and in any event prior to consideration of the proposed new business item by the Repsentative Assembly.

(c) Depending on the date on which they are available, proposed new business items that are to be introduced by the Committee on Constitution, Bylaws, and Rules shall be distributed in accordance with paragraphs (a) and (b) above.

5. Proposed new business items shall be the first order of business and shall be considered for at least one (1) hour at all business meetings of the Representative Assembly except the first.

Submitted in accordance with Standing Rule 9.D.1.a (by petition of at least 25 delegates)
Contact person: Barbara Smith, Oklahoma

STANDING RULE AMENDMENT 1

(Requires a majority vote)

TITLE: To provide that the Representative Assembly shall not vote on new business while the polls are open for voting.

Rule 6. Order of Business and Debate (New section W.)

W. The Representative Assembly shall not vote on new business while the polls are open for voting.

Submitted in accordance with Standing Rule 9.D.1.a (by petition of at least 25 delegates)
Contact person: Sue Monken, Illinois

*If adopted by the 1995 Representative Assembly, this amendment will be effective on September 1, 1995, but will have its first impact at the 1996 Representative Assembly. Appropriate changes will be made in Standing Rule 6.L, which deals with new business items relating to federal legislation.

STANDING RULE AMENDMENT 1B

(Requires a majority vote)

TITLE: To delete Standing Rule 8, Definition of Resolutions, Committee, and Procedure.

[Rule 8. Definition of Resolutions, Committee, and Procedure

[A. Definitions of Resolutions. Resolutions are formal expressions of opinion, intent, belief, or position of the Association. They shall set forth general concepts in clear, concise language, shall be broad in nature, shall state the positions of the Association positively and without ambiguity, and shall be consistent with the goals of the Association as stated in the Preamble of the Constitution.

[B. Composition of Resolutions Committee. The Resolutions Committee shall consist of an Internal Editing Committee of five (5) members and at least as many additional members from each state affiliate as the affiliate has NEA state directors, from among the retired delegates to the NEA Representative Assembly as the Retired members have NEA directors**, and from among the Student members of the Association as the Student members have NEA directors.** The chairperson, vice-chairperson, and secretary of the Internal Editing Committee shall serve as chairperson, vice-chairperson, and secretary of the full Resolutions Committee.

[C. Internal Editing Committee. The Internal Editing Committee shall be appointed by the President with the advice and consent of the Board of Directors for rotating terms of three (3) years. No individual shall serve more than two (2) terms as a member of the Internal Editing Committee. The President shall annually appoint a chairperson from the Internal Editing Committee. Members of the Internal Editing Committee shall serve at the pleasure of the President. The Internal Editing Committee shall select annually a vice-chairperson and a secretary from among its own membership. It shall meet prior to the opening meeting of the Representative Assembly to draft proposed resolutions.

[The functions of this committee shall be–

[1. To submit verbatim to the Resolutions Committee the resolutions adopted by the previous Representative Assembly. Changes or amendments to these resolutions may be offered by this committee. Such changes will appear separately, attached to the original resolution.

[2. To collect and categorize new resolutions. If clarification of a resolution seems necessary, the committee may make such changes.

[The committee shall synthesize related resolutions into a common resolution where possible.

[In the event of either of the above procedures, the committee will send the final resolution plus all resolutions from which it was prepared to the Resolutions Committee and the original drafter(s).

[Controversial issues may have more than one (1) resolution sent to the full Resolutions Committee.

[3. To draft new proposed resolutions.

[4. To apply the definition of resolution set forth in A above to proposed amendments to resolutions and to new resolutions.

[5. To review regularly the adopted resolutions of the Association to assure, among other things, their timeliness and internal consistency. The committee shall report its recommendations to the full Resolutions Committee for action.

[D. State, Retired, Student, and At-Large Members. The registered delegates to the Representative Assembly from each state shall elect as many members and alternatives to the Resolutions Committee from among the state and local delegates in the state delegation as each state has NEA state directors. The retired delegates to the NEA Representative Assembly shall elect as many members and alternates to the Resolutions Committee from among the retired delegates as the number of retired directors.** The student delegates to the NEA Representative Assembly shall elect as many members and alternates to the Resolutions Committee as the number of student directors.** Nominations of student members to the Resolutions Committee shall be open to all eligible NEA Student members.

[Members shall serve for one (1) year commencing September 1. No individual shall serve more than six (6) terms as member.

[Elections shall be by secret ballot. Voting shall be by those delegates present and shall take place at the third business meeting of the state delegations and by the retired and student delegates at the time and place designated in the annual program by the President of the Association except as may otherwise be approved in advance by the Committee on Constitution, Bylaws, and Rules. If the number of candidates for Resolutions Committee positions is equal to or less than the number of positions to be filled, elections may be waived, and the candidates declared elected to the positions in question. The report of election results shall be submitted on the proper form to the Committee on Constitution, Bylaws, and Rules before the close of the fifth business meeting of the Representative Assembly.

[A challenge to the election of a Resolutions Committee member shall be made to the Committee on Constitution, Bylaws, and Rules within twenty-four (24) hours after the challenger knew or reasonably should have known the basis for the challenge.

[The procedure for filling vacancies on the Resolutions Committee between meetings of the Representative Assembly shall be as follows: If the number of vacancies exceeds the number of alternates elected to fill vacancies, additional alternates shall be appointed by the governing board of the state affiliate or by the NEA Advisory Committee of Student Members, if feasible, or appointed by the president of the state affiliate or the chairperson of the NEA Advisory Committee of Student Members. Retired member vacancies shall be filled as provided in the bylaws of NEA-R.

[The members elected from each state shall meet the requirements set forth in Article V, Section 1(a). Nominations of such state members shall be open except where limitations are required to comply with the provisions of Article V Section 1(a). In the event that the first three (3) members from a state, the first three (3) retired members, or the first three (3) student members do not include at least one (1) ethnic minority, the fourth member shall be from an ethnic-minority group.

[At-large members of the Resolutions Committee shall be appointed by the President as may be necessary to assure compliance with the requirements set forth in Article V, Section 1(d), (e), and (f) and that ethnic minorities comprise at least twenty (20) percent of the committee.

[A member of the Resolutions Committee shall immediately relinquish the position held on the Resolutions Committee when such member ceases to be employed in the category represented.

[E. Duties. The Resolutions Committee shall prepare and present to the Representative Assembly proposed resolutions for adoption. They shall be printed and made available to delegates before action is scheduled thereon by the Representative Assembly. The form and text of

**The Retired members are entitled to six Resolutions Committee members and the Student members to three Resolutions Committee members.

PROPOSED AMENDMENTS

each resolution shall be approved by the majority vote of the Resolutions Committee, before presentation to the Representative Assembly; provided, however, that a minority report may be presented to the Representative Assembly upon a one-third (1/3) favorable vote of the total Resolutions Committee's eligible voters.

[Such minority report shall be printed with the majority report and shall be presented by the chairperson of the Resolutions Committee concurrently with the majority report. The chairperson of the Resolutions Committee shall present the report of the committee, together with any minority report, to the Representative Assembly for consideration at the time and place designated in the official program.

[F. Procedures for Submitting Resolutions. Resolutions from delegates or members designated for consideration by the Resolutions Committee at its winter meeting shall be submitted to the Executive Director or the chairperson of the Resolutions Committee or the members of the Resolutions Committee from their states postmarked not later than February 15.

[The committee shall hold at least one (1) open hearing on proposed resolutions at a time and place to be announced in the printed program. The Resolutions Committee shall meet on a day prior to the open hearing and shall meet following the open hearing to consider any changes (additions, deletions, and/or amendments) it may wish to make in its report to the Representative Assembly.

[The Resolutions Committee shall recommend a body of resolutions in its annual report to the Representative Assembly. These resolutions shall be presented for vote en masse.

[All new resolutions to be submitted from the floor for consideration must have a majority of the vote to be placed on the agenda (heard) and a two-thirds (2/3) vote to pass.

[Resolutions submitted for consideration by the Representative Assembly shall be in writing on the forms provided, signed by the maker and the seconder of the motion.

[At the request of any delegate, a proposed resolution shall be separately considered for the purpose of discussion or amendment. Following consideration of such designated resolutions, the Representative Assembly shall vote en masse upon the resolutions as amended.

[The consideration of the NEA resolutions shall commence with the goal area containing the final resolution debated at the preceding Representative Assembly.

[Resolutions adopted by a Representative Assembly shall continue in force until the next Representative Assembly acts upon the report of the Resolutions Committee.

[All resolutions adopted by the NEA Representative Assembly shall be publicized as official NEA resolutions.

[G. Submission of Resolution as New Business. Between Representative Assemblies any current resolution in whole or in part which is jointly determined to be a new business item by the Committee on Constitution, Bylaws, and Rules and the Internal Editing Committee shall be submitted for vote to the next Representative Assembly.]

Submitted in accordance with Standing Rule 9.D.1.a (by petition of at least 25 delegates)
Contact person: John E. Grossman, Ohio

STANDING RULE AMENDMENT 2
(Requires a majority vote)

TITLE: To provide that the Resolutions Committee consist of an Internal Editing Committee of five (5) members, one (1) member from each state affiliate, one (1) member from among the retired delegates to the Representative Assembly, and one (1) member from among the Student members of the Association; to specify that committee members from the states shall be Active members who are not supervisors; to provide that if the individuals elected by the states do not include at least one (1) classroom teacher in higher education and one (1) Active member employed in an educational support position, the President shall appoint one (1) at-large representative of each group; and to provide that the President shall appoint at-large representatives of administrators in proportion to their number in the Association and ethnic minorities as necessary to assure twenty (20) percent ethnic minority membership on the committee.

Rule 8. Definition of Resolutions, Committee, and Procedure

B. Composition of Resolutions Committee. The Resolutions Committee shall consist of an Internal Editing Committee of five (5) members and [at least as many additional members] one (1) member from each state affiliate [as the affiliate has NEA state directors], one (1) from among the retired delegates to the NEA Representative Assembly [as the Retired members have NEA directors], and one (1) from among the Student members of the Association [as the Student members have NEA directors]. The chairperson, vice-chairperson, and secretary of the Internal Editing Committee shall serve as chairperson, vice-chairperson, and secretary of the full Resolutions Committee.

D. State, Retired, Student, and At-Large Members. The registered delegates to the Representative Assembly from each state shall elect one (1) [as many] member[s] and one (1) alternate[s] to the Resolutions Committee from among the state and local delegates in the state delegation [as each state has NEA state directors]. The retired delegates to the NEA Representative Assembly shall elect one (1) [as many] member[s] and one (1) alternate[s] to the Resolutions Committee from among the retired delegates [as the number of retired directors]. The student delegates to the NEA Representative Assembly shall elect one (1) [as many] member[s] and one (1) alternate[s] to the Resolutions Committee [as the number of student directors]. Nominations of student members to the Resolutions Committee shall be open to all eligible NEA Student members.

(No change in next four paragraphs)

[The members elected from each state shall meet the requirements set forth in Article V, Section 1(a). Nominations of such state members shall be open except where limitations are required to comply with the provisions of Article V, Section 1(a). In the event that the first three (3) members from a state, the first three (3) retired members, or the first three (3) student members do not include at least one (1) ethnic minority, the fourth member shall be from an ethnic-minority group.

[At-large members of the Resolutions Committee shall be appointed by the President as may be necessary to assure compliance with the requirements set forth in Article V, Section 1(d), (e), and (f) and that ethnic minorities comprise at least twenty (20) percent of the committee.]

Resolutions Committee members elected by the state and local delegates in the state delegation shall be Active members who are not supervisors. If the individuals elected by state and local delegates do not include at least one (1) classroom teacher in higher education and one (1) Active member employed in an educational support position, the President shall appoint one (1) classroom teacher in higher education and one (1) educational support member as necessary.

The President shall appoint at-large administrator members in proportion to the number of administrators in the Association.

A member of the Resolutions Committee shall immediately relinquish the position held on the Resolutions Committee when such member ceases to be employed in the category represented.

The President shall appoint at-large ethnic-minority members as necessary to assure that ethnic minorities comprise at least twenty (20) percent of the committee

Submitted in accordance with Standing Rule 9.D.1.a (by petition of at least 25 delegates)
Contact Person: Jen Gudmundsson, Washington

STANDING RULE AMENDMENT 2A
(Requires a majority vote)

TITLE: To extend the terms of the Resolutions Committee members from one (1) to two (2) years and to provide that no member may serve more than six (6) years.

Rule 8. Definition of Resolutions, Committee and Procedure

D. State, Retired, Student, and At-Large Members.

(No change in first paragraph.)

Members shall serve for [one (1) year] a two-year term commencing September 1. In states electing more than one member, the terms shall be staggered. No individual shall serve more than six (6) [terms] years as a member.

(No change in remainder of rule.)

Submitted in accordance with Standing Rule 9.D.1.a (by petition of at least 25 delegates)
Contact person: Charles Riegler, Ohio

STANDING RULE AMENDMENT 3
(Requires a majority vote)

TITLE: To provide that the Representative Assembly shall consider at least three resolution goal areas each day beginning with the second day of the Representative Assembly until the Assembly has had an opportunity to debate all goal areas.

Rule 8. Definition of Resolutions, Committee, and Procedure

F. Procedures for Submitting Resolutions. (no change in first six paragraphs)

At the request of any delegate, a proposed resolution shall be separately considered for the purpose of discussion or amendment. Following consideration of such designated resolutions, the Representative Assembly shall vote en masse upon the resolutions as amended.

The consideration of the NEA resolutions shall commence with the goal area containing the final resolution debated at the preceding Representative Assembly. The Assembly shall consider a minimum of three resolution goal areas each day, starting the second day of the Representative Assembly, until the Assembly has had an opportunity to debate all goal areas. The adoption of the entire resolutions statement will be considered on the last day of the Assembly.

Resolutions adopted by a Representative Assembly shall continue in force.... (no change in remainder of Rule.)

Submitted in accordance with Standing Rule 9.D.1.a (by petition of at least 25 delegates)
Contact Person: Richard C. Spitzer, Arizona

STANDING RULE AMENDMENT 4
(Requires a majority vote)

TITLE: To provide that the polls for voting on officers and amendments shall be open from 6:30 a.m. to 10 a.m. on the second and third days of the Representative Assembly, respectively, rather than from 8:30 a.m. to 12 noon.

Rule 10. Elections, Committee and Procedure

H. Elections. Elections shall be by printed ballot by the delegates to the Representative Assembly.

(No change in subsection 1.)

2. Elections on the first ballot shall be on the second day of the Representative Assembly. Polls for voting on the first ballot shall be open from [8:30 a.m. to 12 noon] 6:30 a.m. to 10 a.m. on election day at such place or places as the President may designate. (No change in remainder of subsection 2.)

9. Polls for voting on amendments shall be open from [8:30 a.m. to 12 noon] 6:30 a.m. to 10 a.m. on the third day of the Representative Assembly at such place or places as the President shall designate. (No change in remainder of Rule.)

Submitted in accordance with Standing Rule 9.D.1.a (by petition of at least 25 delegates)
Contact person: Sue Monken, Illinois

STANDING RULE AMENDMENT 5
(Requires a majority vote)

TITLE: To provide that candidate demonstrations outside the hall where the Representative Assembly takes place shall involve no more than twenty (20) participants at one time; and to require that all candidate demonstrations shall cease fifteen (15) minutes prior to the time set for the opening of the Representative Assembly.

Rule 12. Prohibitions

(New subsection D.)

Candidate demonstrations outside the Representative Assembly meeting room shall be limited to twenty (20) participants at a time. All candidate demonstrations shall cease fifteen (15) minutes prior to the time set for the Representative Assembly to convene.

Submitted in accordance with Standing Rule 9.D.1.a (by petition of at least 25 delegates)
Contact person: Dan Marzoni, Arkansas

AMENDMENTS TO THE NEA CONSTITUTION

AMENDMENT 1
(Requires a 2/3 vote)

TITLE: To provide that the Association shall not deny a member any benefit of membership on the basis of race, color, national origin, creed, gender, sexual orientation, age, handicap, marital status, or economic status; and further, to stipulate that any organization that denies a member any benefit of membership shall not be affiliated with the Association.

Article II. Membership
Section 2. Membership Eligibility: Provisions and Limitations

d. The Association shall not deny membership to individuals on the basis of race, color, national origin, creed, gender, sexual orientation, age, handicap, marital status, or economic status, nor shall any organization which so denies membership be affiliated with the Association.

The Association shall not deny a member any benefit of membership on the basis of race, color, national origin, creed, gender, sexual orientation, age, handicap, marital status, or economic status, nor shall any organization which so denies a member any benefit of membership be affiliated with the Association.

Submitted in accordance with the Constitution, Article IX, Section 1.b (by petition of at least 50 delegates)
Contact person: Gary Locke, Washington

AMENDMENT 2
(Requires a 2/3 vote)

TITLE: To provide that selection as chairperson of the Advisory Committee of Student Members shall constitute election to the Representative Assembly for all purposes except voting in elections for Association officers.

Article III. Representative Assembly
Section 3. Election of Delegates

b. Election to the Board of Directors by the Active NEA members within the state shall constitute election to the Representative Assembly for all purposes.

Election to the Board of Directors by the Active NEA members elected to serve as delegates to the state representative body shall constitute election to the Representative Assembly for all purposes except voting in elections for Association officers.

Election to the Board of Directors as a retired or student director shall constitute election to the Representative Assembly for all purposes except voting in elections for Association officers.

Election to executive office or to the Executive Committee shall constitute election to the Representative Assembly for all purposes except voting in elections for Association officers.

Election to the presidency of a state affiliate by vote of members in the state who are eligible to vote in such election shall constitute election to the Representative Assembly for all purposes.

Election to the presidency of a state affiliate by the state representative body shall constitute election to the Representative Assembly for all purposes except voting in elections for Association officers.

Selection as chairperson of the Advisory Committee of Student Members shall constitute election to the Representative Assembly for all purposes except voting in elections for Association officers.

(No change in subsection c)

Submitted in accordance with the Constitution, Article IX, Section 1.b (by petition of at least 50 delegates)
Contact person: Marla Robinson, Wisconsin

AMENDMENT 3
(Requires a 2/3 vote)

TITLE: To reduce from seventy-five (75) to sixty (60) the minimum required percent of classroom teachers on all NEA committees except the Advisory Committee of Student Members.

Article III. Representative Assembly
Section 6. Committees.

All appointive bodies of the Association except the Review Board shall be designated by the term committee. A Committee on Constitution, Bylaws, and Rules shall be established by the Representative Assembly. All other committees shall be established or discontinued as provided in the Bylaws. All committees except the Advisory Committee of Student Members shall comprise at least [seventy-five (75)] sixty (60) percent classroom teachers. There shall be a minimum of twenty (20) percent ethnic-minority representation on each committee.

Bylaw 3-13. Committee Appointment, Qualifications, and Vacancies.

b. Absence of a member from two (2) consecutive meetings shall constitute resignation. A member shall vacate the seat held if a change in the member's educational position shall violate the constitutional requirement for at least [seventy-five (75)] sixty (60) percent classroom teacher committee membership. Each vacancy on a standing committee shall be filled for the remainder of the term.

Submitted in accordance with the Constitution, Article IX, Section 1.b (by petition of at least 50 delegates)
Contact person: Linda Reed, Wisconsin

AMENDMENTS TO THE NEA BYLAWS

AMENDMENT 4
(Requires a majority vote)

TITLE: To expand eligibility for Active membership to include (a) any person employed by or in a private nonsectarian school, (b) any person who is employed by a public or private sector employer as a health care professional, and (c) any person on limited leave of absence from either of those positions.

2.Membership
2-1. Categories.

a. There shall be six (6) categories of membership in the Association: Active, Student, Retired, Substitute, Reserve, and Staff.

b. Active membership shall be open to any person (i) who is employed by or in a public school

PROPOSED AMENDMENTS

district or private nonsectarian school, public or private college or university, or other public institution devoted primarily to education, regardless of the specific nature of the functions that the person performs at the work site and regardless of who actually employs the person; (ii) who is employed by a public sector employer other than a school district, college or university, or other institution devoted primarily to education but who is employed primarily to perform educational functions; (iii) who is employed by a public or private sector employer as a health care professional; (iv) who is on limited leave of absence from the employment described in items (i), [and] (ii), and (iii) above; or (v) who is serving as an executive officer of the Association or of a state or local affiliate. The Association shall continue to allow Active membership to those Active members (i) who have been laid off due to a reduction in force for as long as such persons are eligible to be recalled, or for three (3) years, whichever is longer; or (ii) who have been discharged for as long as a legal challenge to such discharge is pending.

Submitted in accordance with the Constitution, Article IX, Section 1.b (by petition of at least 50 delegates)

Contact person: Earlene Gillan-Smith, Delaware

AMENDMENT 5

(Requires a majority vote)

TITLE: To increase Active member dues (exclusive of the portions earmarked for UniServ and the National Foundation for the Improvement of Education) from .00225 to .00235 times the national average annual salary of classroom teachers in the public elementary and secondary schools (rounded to the nearest dollar); and to provide that the increase shall be phased in at the rate of .00005 for each of two years, 1996-97 and 1997-98.

Bylaw 2. Membership
2-7. Membership Dues.

a. Beginning with the 1997-98 membership year, [D]dues of Active members engaged in or on limited leave of absence from professional educational employment shall be [.00225] .00235* times the national average annual salary of classroom teachers in the public elementary and secondary schools (rounded to the nearest dollar) plus .00055 of the national average annual salary of classroom teachers in the public elementary and secondary schools (rounded to the nearest dollar) to be allocated to UniServ grants according to the policy of the Board of Directors. The computation shall be based on salary data for the prior year as determined by NEA Research. Beginning with the 1994-95 membership year and continuing through the 2003-04 membership year, the dues of Active members engaged in or on a limited leave of absence from professional educational employment shall be an amount calculated pursuant to the foregoing formula plus an additional one dollar ($1) to be allocated to the endowment fund of the National Foundation for the Improvement of Education.

The dues of an Active member who has left professional educational employment... . (No change in remainder of Bylaw.)

Submitted in accordance with the Constitution, Article IX, Section 1.b (by petition of at least 50 delegates)

Contact person: Harvey B. Press, Rhode Island

AMENDMENT 6

(Requires a majority vote)

TITLE: To provide that the Representative Assembly annually shall vote whether to retain Active membership dues at the level of the current year or whether to apply the formula set forth in Bylaw 2-7.a for the fiscal year beginning September 1 following the next Representative Assembly.

Bylaw 2. Membership
2-7. Membership Dues.

a. Dues of Active members engaged in or on limited leave of absence from professional educational employment shall be .00225 times the national average annual salary of classroom teachers in the public elementary and secondary schools (rounded to the nearest dollar) plus .00055 of the national average annual salary of classroom teachers in the public elementary and secondary schools (rounded to the nearest dollar) to be allocated to UniServ grants according to the policy of the Board of Directors. The computation shall be based on salary data for the prior year as determined by NEA Research. The Representative Assembly annually will determine either to hold at the current level of dues or apply the above formula for the fiscal year beginning September 1 following the next Representative Assembly.

Submitted in accordance with the Constitution, Article IX, Section 1.b (by petition of at least 50 delegates)

Contact person: Fran Dixon, Florida

AMENDMENT 7

(Requires a majority vote)

TITLE: To delete the restriction that only local affiliates entitled to fewer than ten (10) delegates may cluster for category 2 delegate representation in the NEA Representative Assembly.

Bylaw 3. Representative Assembly
3-1. Allocation of Delegates

j. Allocation for category 2 delegates in local units which have all-inclusive membership shall allow for clustering with category 2 members from other local units. [Clustering shall be permitted only when allocation of local unit category 2 delegates includes fewer than ten (10) delegates.] In such local units, category 2 members shall not be counted in the allocation for category 1 delegates. Delegates for clustered category 2 members shall be based on the ratio of 1:150. This section shall apply only in those states where the state affiliate has determined that it shall be applicable.

Submitted in accordance with the Constitution, Article IX, Section 1.b (by petition of at least 50 delegates)

Contact person: Cheryl Sarvis, Georgia

AMENDMENT 8

(Requires a majority vote)

TITLE: To provide that, in the event of a vacancy in the position of Executive Committee member within sixty (60) days prior to the Representative Assembly, the vacancy shall be filled by direct election by delegates to the Representative Assembly on the day following the regularly scheduled election.

Bylaw 6. Executive Officers
6-3. Vacancies

The Executive Committee shall be authorized to fill vacancies in its body until the next Representative Assembly.

In the event a vacancy occurs in the office of Executive Committee member within sixty (60) days prior to the start of the Representative Assembly, said vacancy shall be filled by direct election at the Representative Assembly. Such election shall be held on the day following the regularly scheduled election. Any candidate who ran in the regular election for a three (3) year term shall also be eligible to run for the unexpired term.

Submitted in accordance with the Constitution, Article IX, Section 1.b (by petition of at least 50 delegates)

Contact person: Kerry A. Costello, Massachusetts

AMENDMENT 9

(Requires a majority vote)

TITLE: To provide that the Secretary-Treasurer shall assure the NEA membership that no General Fund monies are funneled or funded to organizations or associations that support and/ or sponsor abortion services and/or abortion lobbying activities.

Bylaw 11. General Finance
(New Bylaw 11-13)

11-13. Budget Restrictions.

The Secretary-Treasurer shall ensure to the NEA membership that no General Fund monies are funneled or funded to organizations or associations that support and/or sponsor abortion services and/or abortion lobbying activities.

Submitted in accordance with the Constitution, Article IX, Section 1.b (by petition of at least 50 delegates)

Contact person: Edward Weber, Ohio

*This provision shall be effective on September 1, 1996, and shall be implemented over a two-year period as follows:
•1996-97—The program portion of dues shall be raised by .00005 (from .00225 to .0023)
•1997-98 (and thereafter)—The program portion of dues shall be raised by an additional .00005 (from .0023 to .00235.)

RA Delegates To Elect Leaders

FOR EXECUTIVE COMMITTEE (TWO SEATS)

Delegates to the 1995 NEA Representative Assembly in Minneapolis, July 3-6, will elect two members of the NEA Executive Committee for three-year terms beginning September 1, 1995.

The following candidates have filed for office and submitted statements by April 1. Candidate statements and pictures are published in NEA TODAY in accordance with Standing Rule 10.D. Candidates appear in the order in which they filed for office.

Samuel F. Carcione

Sam Carcione has over thirty years' experience as a classroom teacher of mathematics. Sam has represented the District of Columbia on the NEA Board of Directors since 1989 and has been a member of the NEA Resolutions Committee.

He has served five successive terms as president of the UDC Faculty Association. During his presidency, association membership increased from 67 to 97 percent of those eligible.

Sam believes that the current political climate makes it imperative that all public education employees, whether active or retired, teaching or support personnel, in urban or rural settings, be united in a single national organization. He believes that NEA must take the lead in making that happen. NEA must continue to champion quality, *public* education as lifelong learning becomes increasingly essential.

Sara D. Flores

Under the guise of economic sanity, the political majority is attacking public education funding.

Pushing to allow parental choices through voucher initiatives and tuition tax credits, these extremists are seeking the demise of public education to secure privatization, thus creating tax subsidies for the wealthy.

As demographic shifts quickly become a reality, NEA must meet the challenge to preserve and forever defend every student's access to a quality and equitable public education.

NEA must include leadership that will—

- Advocate for true education reform.
- Defend human and civil rights.
- Secure and maintain employee rights.
- Bridge cross-cultural boundaries.

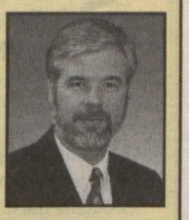
Denise Rockwell (Woods)

It has been said, "If you can't make school a great professional place for staff, it won't be a great place for kids."

Those of us involved in educating and caring for the students in America's public schools too often face leadership that is unsupportive, a lack of respect we so richly deserve, limited opportunities to act in a collegial fashion and little participation in policy development at the school site.

These factors lead me to believe that the education family headed by the NEA requires leaders who will speak to these concerns with clarity and conviction. I believe that the NEA must remain in the vanguard of advocacy on all issues affecting the welfare of students and the well-being of education employees.

Roger F. Sharp

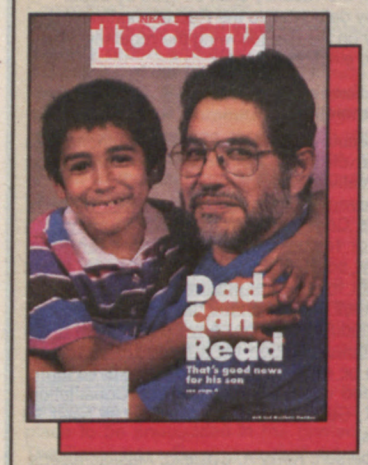


Vision and leadership...words that articulate our organization's greatest future needs. Across America, NEA members are facing profound mandated changes...radical "reforms" debated by politicians far removed from the classroom. These changes threaten the integrity of our profession and are a danger to our students.

This campaign is about leadership. The Executive Committee must provide leadership in establishing the NEA's rightful place in the debate about public schools. Executive Committee members must be able to respond to crisis as well as have vision for the future.

I am proud to be an educator. I am proud to be an NEA member. I believe NEA must continue to provide strong leadership and clear vision that will shape the future of our nation's public schools.

Letters



Feed The Children?

I'm not a rich Republican (how could I be rich, I'm a teacher!), but I would like very much for schools to get out of the welfare business and return to the business of education (National News, April).

I think we need to return to parents the responsibility of feeding and caring for their children. Responsibility removed is responsibility forgotten.

Also, I know firsthand that much of the money spent on free or reduced-price lunches and breakfasts is wasted on children with cable TV, VCRs, and enough money to buy cigarettes and ice cream. Mom and/or Dad can usually afford cigarettes and alcohol, too.

I'd much rather see the money spent on improving education.

Gary Wilson
North East, Maryland

Going Online

"Sweetwater Success" (Online, April) was fascinating. My language arts classes will soon be able to communicate online. Many of my students are computer literate and this service gives them an opportunity to explore and discover.

Students must be plugged into technology as the 21st century approaches. I believe that knowledge is power and we must have access to it. It's important that students are able to make connections worldwide if they are to take giant leaps into the future.

Ron Williamson
Dingmans Township, Pennsylvania

Cheers For Peers

A letter in your March issue called peer mediation (cover story, February) a cover for lightening the load of administrators and an added stress to students on campus. It's obvious that the letter's author, Steve Hindman, has never been involved in mediation programs and doesn't understand how they work.

Peer mediators are highly trained and successful not in solving the problems of two disputants, but rather in helping the disputants find their own solution. In my experience, neither the peer mediators nor the disputants are stressed out. Instead, they're relieved to know that they can deal with a problem without an adult telling them what to do.

I believe that much of the problem with today's youth is that we haven't placed enough responsibility on them to deal with day-to-day life struggles. Peer mediation takes the responsibility off of a third party's back and places it squarely on the students' shoulders.

The best lesson we can teach our students is how to resolve a conflict successfully without violence. Utilizing the student population to teach that lesson and then reinforcing it through their own role-modeling is a powerful force indeed.

Cheryl Odom
Dickinson, Texas

Turn It Off

I wanted to take time out to echo Benjamin Lev's ideas on the ills of watching too much television (Sounding Board, March).

I've seen kids who believe that "dumb is cool," who see low achievers as good role models. This is clearly a result of television shows like "Beavis and Butthead" that don't show the consequences of bad behavior.

Being a first-year teacher, I've noticed that many students average about a 10-15 minute attention span. At home, if students get bored with a particular television program, they just touch a button and there are many other programs to try instead. In the classroom, if students become uninterested in the current topic, there's no remote control handy.

I applaud Lev's program and hope that I can start the ball rolling at my school.

Casey Killingbeck
Flint, Michigan

Readied Aim

I resent the "moment of silence" cartoon you ran in March (Letters), which implies that great numbers of students are bringing guns to school. It's simply not true.

I've been teaching in public secondary schools for 25 years, and during that time no student's ever been caught with a firearm in school. Get off the soapbox.

If we, as educators, are so concerned about children misusing guns, why don't we push for universal education about gun safety? Oh, right, I forgot guns are inherently bad.

Richard Cooper
Westford, Massachusetts

Suspended Belief

In answering the question "Does Suspension Work?" (Debate, March), neither of your debaters addressed the problem of working parents who can't be home with their children. This is 1995! I, and perhaps you, grew up with a mother who was at home, but that is rare these days.

The more typical out-of-school suspension is a child home alone—taking off work is very difficult for Mom. The child runs the streets and meets up with others who are on suspension. Many get suspended intentionally because they have "quit" school but are not old enough to do it legally.

I think out-of-school suspensions are creating a group of future criminals who will make it harder for us to walk the streets in safety.

Mark Ambrose [the debater in favor of suspensions] spoke of making the suspensions a success by having the parents implement their own set of consequences at home. It's been my observation that suspensions are rare among students who have parents who are that involved.

We need intervention assistance teams, we need wrap-around services with other agencies, we need to care and deal with the problems, and we definitely need to keep the kids in school.

Angela Ver Ploeg
Columbus, Ohio

Misleading Map

In your March cover story about beginning teachers, you included a map declaring "By Region, West Is Best." This map showed four states, including Utah, as having the highest paid beginning teacher salaries in the continental United States.

But before new teachers start flocking to Utah searching for high salaries, they should know that Utah is the exception. I just checked my 1993-94 salary schedule, and my salary was lower than what was given. Salaries may vary, right? Good point, except it was my seventh year teaching, not my first.

Geographic divisions are convenient and can be useful in many applications, but not in reporting teacher salaries. In Utah, we're still struggling to combat special interest groups who use maps and statistics such as these to argue that teachers are well paid. It's unfortunate that an NEA publication would add fuel to the fire.

Regina Layton
Layton, Utah

Ed. Note: You make a good point. Unfortunately, there's no one survey that reports starting salaries for teachers in every state. The data we reported are average salaries as reported by a sample of school districts in 11 different regions. Printing these regional figures seemed to us preferable to not printing any at all.

In charting beginning salaries for different occupations, you neglected to factor in the length of the year involved (Cover story, March). Teachers work for 180 days. Nurses, accountants, engineers—all the others—go for 250 days.

Those of us in education know that we must supplement school-year pay with summer employment. (And don't think that local politicians don't remind us of that in negotiations.)

You hate to print this type of fact because it spoils the union drive for more, but let's be fair.

Robert Hilton
West Caldwell, New Jersey

Prayer Offense

I understand that the point of your February cartoon (Letters) is supposed to be that the topic of prayer in schools is one of many hotly debated issues in today's world. I understand that schools have many problems without another hotly debated issue to add to the pile.

Still I was offended. The cartoon suggests that prayer is just another problem akin to guns, violence, drugs, etc. This is an affront to those who believe—and have the constitutional right to believe—that prayer is a solution to those problems.

Had the book title been "Forced Prayer," instead of "Prayer Book," it would have been clear that the issue is one of freedom and not of the efficacy of prayer.

In the future, please be more sensitive to the diversity of your membership.

Joan Tomaszewski
Hope, Rhode Island

From A Student

Many students wrote in response to the February debate, "Should Schools Offer All-Girls Math Classes." This letter comes from a 14-year-old student of California high school math teacher Marcia Andrus:

I'm appalled by the arrogance of both debaters. I don't doubt their teaching credentials, since they've lived much longer than me, but I do feel that their opinions are highly prejudiced.

To Ms. Belitski [in favor of segregated classes]: Girls aren't fragile crystal pieces that must be treated with the utmost delicacy. They don't deserve special treatment because boys are wilder, as your remark about "attention paid primarily to achieve classroom control" implies.

To Mr. Bleeden [opposed to segregated classes]: I'm a boy, and I don't go around expressing how superior I am to girls. I'm not someone girls can "look up to" for all their advice, and neither are you. Girls don't always speak less in class than boys, and they don't need to have boys around just to have people to look up to.

Wayne Chang
Upland, California

A Parent's View

Your booklet "Why Public Schools?" (February) pushed all the wrong buttons.

As a teacher and Association activist, I agreed with everything you wrote. As a parent, it didn't make me want to write letters to block vouchers.

The idea that I should abandon my self-interest for the sake of public interest is unrealistic.

You talk about diversity at great length. If diversity is so great, why shouldn't schools be diverse? Why shouldn't we have a selection of different types? I have nothing against diversity. I just don't want my kids to be with those low-class kids, who, as you phrase it in your booklet, don't "come to school ready to learn."

To confirm my suspicions about this "diverse" group of students, you state that SAT scores have dropped, primarily because "a more diverse group of students" is now taking the test. You've just reinforced the idea that I don't want my kids educated with those kids.

In your final pages, you sum up your point on public education. The writing seemed to pick up momentum until I read the section beginning with, "For the disadvantaged...public schools have been our nation's greatest equalizer." Now I really want to pull my kids out of the public schools. I don't want my kids to be "equal" with any "disadvantaged" kids! Give me that voucher money!

Face it, when it comes to education, people will choose what's best for their family, not what's best for the democratic ideals of their country.

Eva Kaufmann
West Chester, Pennsylvania

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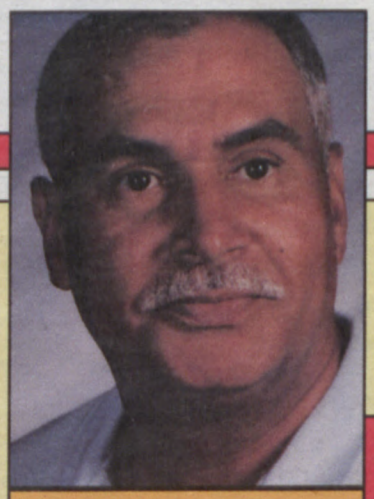
Debate

Do Magnet Schools Exacerbate Tracking?



YES

Allen Avery is a health teacher at Richard Montgomery High School in Rockville, Maryland. A 30-year veteran teacher, he spent nine years teaching in Washington, D.C. before transferring to Richard Montgomery. He's a member of the Montgomery County Education Association.

In my county, the motto is "Success for Every Student." But if every student is to be successful, why is it that schools and school districts create programs that ensure certain groups of students success, while hundreds of other "average" students have little or no special attention paid to their need for success?

My school houses an International Baccalaureate (IB) program, a gifted and talented program based on a British model. At magnet schools in this county—and Blair [see opposing debate] is just one example—there are programs for science and technology, the arts—you name it.

What these programs often create is a "school within a school" system and a "school within a school" mentality. To me that spells separation, segregation, and tracking.

It may not always be a physical separation of students. Although some schools place the magnet program in a separate bank of classrooms or even on a separate floor, at other schools, the classrooms are integrated throughout the school. But the fact remains that the kids in these programs are "different" because they're treated that way.

When students come to this school, they already identify themselves as members of separate groups, but that often fades.

When students come into the school store (which I run), at first, they say, "I'm an 'IB' student." It doesn't take long before they stop that and blend together, especially since I treat every student the same. But still, kids can't really help being affected by the special track that they're part of.

So it isn't the students but the *adults* who bother me when it comes to magnet schools.

Whether it's teachers or parents, adults separate these students in the way they treat them, in the way they develop expectations of them, and in the way they direct them to classes.

That's the real risk of magnet schools—that, even in the name of creating more opportunities, you're still separating students.

You tell some students that they're special and you hold them up before the rest of the student population. "These students have real potential," you say, "and that's why we're spending so much time and money and energy on them."

What kind of message does it send when more funds are allocated to educate magnet students, giving them more challenges and more reason to attend a particular magnet school? What does it say to these students when more equipment and supplies are directed at them, when more attention is paid to them?

What does that say to the rest of the students, the "average" students? Don't they have the potential too? Don't they have a talent in need of nurturing by a customized program that will challenge them to find new ways of learning?

Even the adults say "I'm a magnet teacher," or "I'm a magnet parent." What does that say to the teachers and parents of those "other" students?

Finally, is this form of tracking really preparing these students for the real world, a world in which "magnet student" or "IB student" doesn't mean anything to most people?

How are the students going to cope in a heterogenous world that doesn't create magnet programs in the workplace? You forget, in creating these special programs, that these same students, earmarked for success and channeled into programs that lead them into success, will one day move out into a world that isn't so easily tracked into special jobs and special needs and special programs.

Don't get me wrong. These are all excellent programs, and they make tough academic challenges for magnet students. But if we are to remain true to our county motto, "Success for Every Student," if our goal is to teach and lead students to success, I don't see where the practice of leading only some to success applies.

If you ask me, I'd rather raise the level of success of all students, not just the chosen few.

NO

Leslie Backus has taught science and biology at Montgomery Blair High School in Maryland for the last 10 years. A graduate of Blair herself, Backus taught junior high school for 10 years before teaching at Blair. She's a member of the Montgomery County Education Association.

Magnet schools in Montgomery County, Maryland, where I teach, were established for a variety of reasons. The main reason was to group students of a certain ability level (gifted and talented is one description) in one area of study to give them rigorous and specialized course work and experiences.

Consolidating students in one location allows for better use of facilities, equipment, and personnel at a level not possible in a single school.

We have many magnet programs in place throughout the county. Admission to a gifted and talented program in elementary or middle school doesn't guarantee admission into programs later on. But a student who has previously qualified is an able, interested student and, obviously, has a higher chance of getting into subsequent programs than most others.

Statistically, such a situation would look like tracking.

But we often get lost in the overall numbers and forget that we deal in discrete units—students. We often have to count our successes one person at a time, one class at a time, one year at a time.

Magnets have been used in this system to counteract the effects of demographics on school populations. The school system cannot correct the major racial, social, and economic imbalances in our society, but we must make the effort.

Blair's corner of the county is a poor area—urban densities, aging housing developments, and many people receiving public assistance. But simply shifting school boundaries to relieve the population would eliminate our middle class.

Blair has always had exceptional, creative, and motivated students. As the demographics of the area have changed, we've acquired more struggling, low-income families and a transient student population. This kind of population stresses a school's resources—allocated primarily by enrollment numbers, not need.

Because of our magnet program, we now have a diverse mix of socioeconomic backgrounds and ethnicity, and we have more upper middle class and more academically skilled students in the school. Our current population is about 30 percent white, 30 percent African American, 30 percent Hispanic, and 10 percent other. We have more ESOL students than any other school in the state.

Without the magnets, we would have proportionally more of the needy students. We would have fewer of the upper-level students. This would mean a more limited offering of AP, honors, and other specialized courses.

But at Blair, the science magnet students take their English, history, and PE with the general school population and take AP courses offered by nonmagnet teachers. The communication arts magnet students take math and science with the general population.

So what about tracking? Back in the bad old days of tracking, once a student fit into a certain schedule or pattern of classes, he or she might be destined to remain there until graduation.

I don't see that anymore. With or without the magnet programs, I have seen students moved up and down as their performance and needs dictated. This is frequently true for ESOL students as their language skills improve.

The reality is that some students don't have the academic ability for upper level course work. So what may appear to be tracking may only be a correct assessment of a student's ability and performance levels.

Magnet schools prevent tracking by default. Because we have more upper level sections available, there's a better chance that a student can have exactly the courses he or she needs rather than a one-size-fits-all schedule.

At Blair, we need to keep our population diverse—economically and scholastically. I remember what it was like before the magnet program. Everyone seemed stressed. There were fewer honors and upper level classes. There was more tension in the halls, and the atmosphere was, well, grim.

Now I see more pride in the school, pride in its students, and a global perspective. The magnet system is working.

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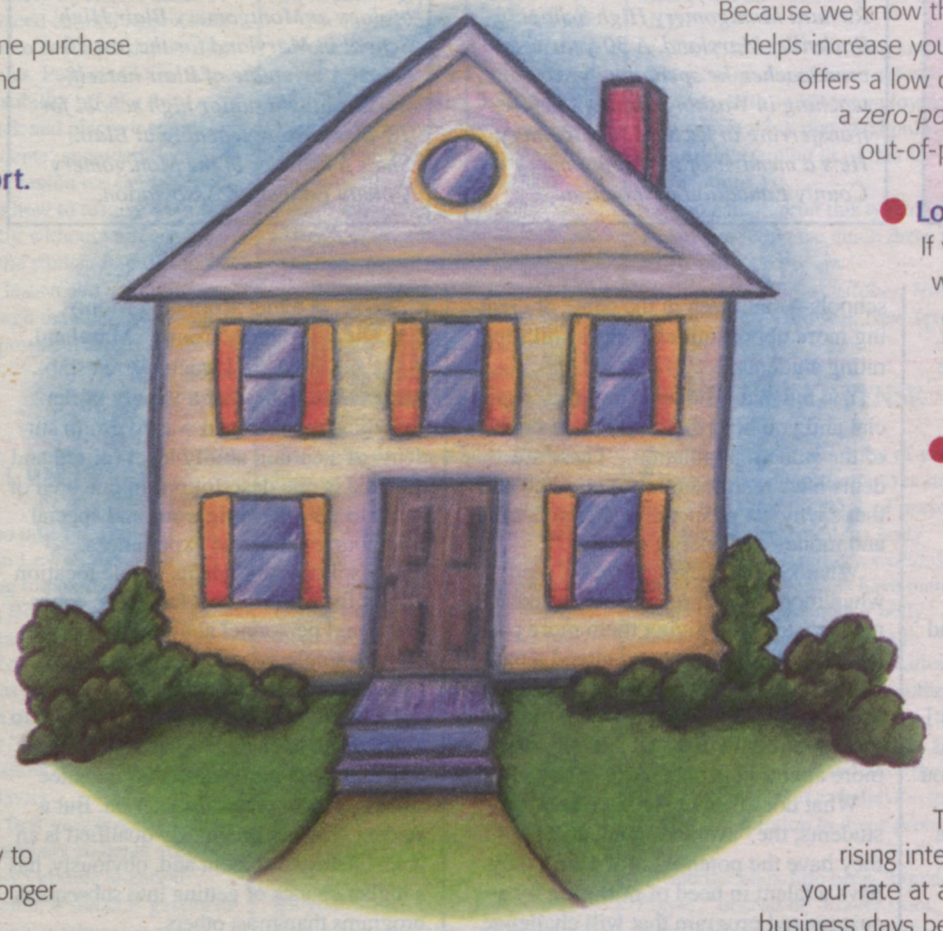

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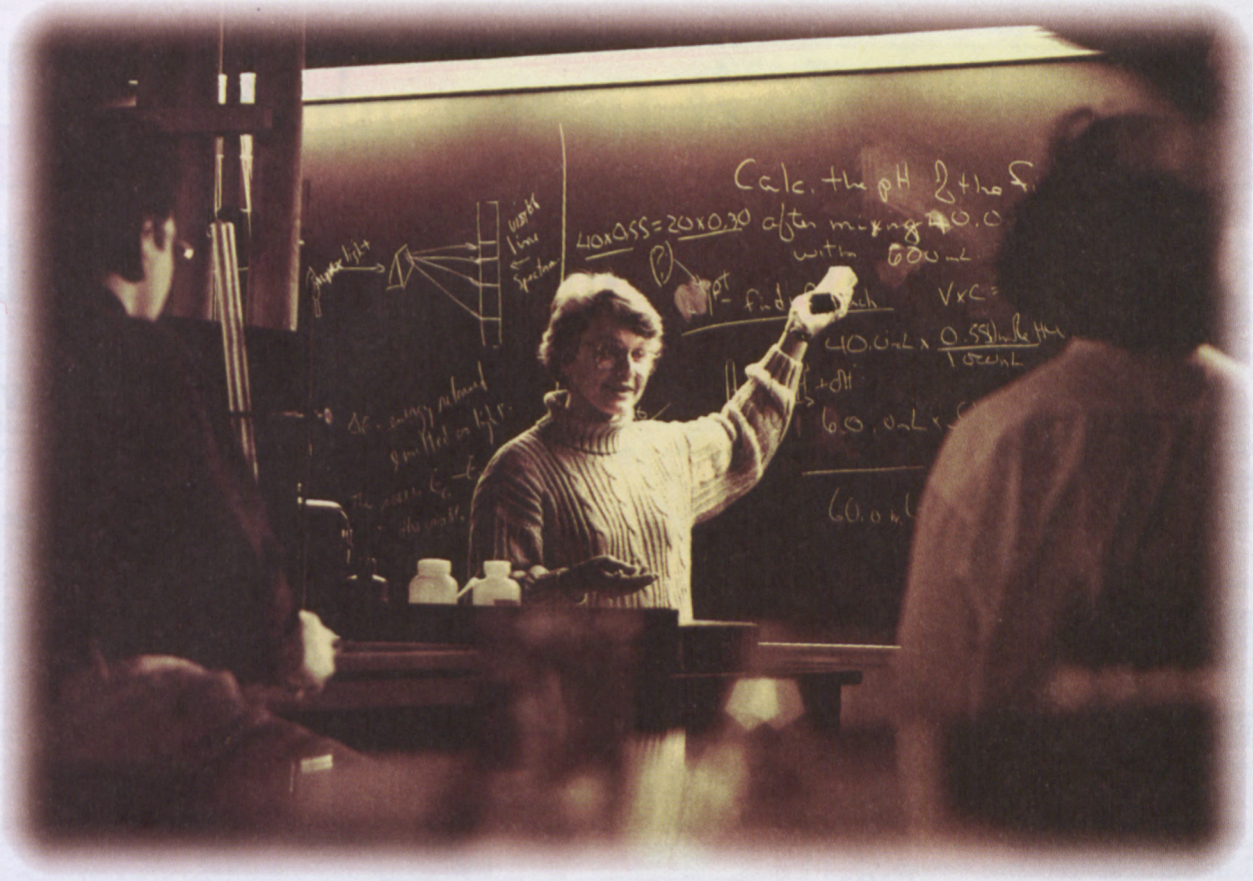

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